
DATA ANALYSIS AND INTERPRETATION

4.0 Introduction

The present chapter deals with analysis of the collected data and its interpretation. It is one of the most important tasks in process of research. After the data was collected the investigator established different categories and applied these categories to the raw data through coding and tabulation. The wide data was condensed into few manageable groups and tables for analysis. The investigator used computers at this stage by feeding available data into “Google forms”, created by using Google Drive technology. It helped the investigator to save time and energy. Once the entire data was fed, results were obtained in the form of tables, charts and figures. The investigator was thus able to get an accurate analysis from the raw data of 1510 respondents with the use of computer based analysis. After the collection and analysis of data was done, the investigator accomplished the task of drawing interpretations from it. The investigator tried to avoid personal bias and misleading conclusions while interpreting the analyzed data.

The data was collected using research tools of questionnaire and semi structured interview. Questionnaire was administered to Women Students of The MSU and semi-structured interview was conducted with Deans of Faculties and Students’ Deans of thirteen faculties of The MSU.

The present study had following two objectives:

Objective no. 1: “To study the academic and non academic problems of the Women Students of The Maharaja Sayajirao The university of Baroda, Vadodara.

Objective no. 2: “To study the kinds of problems of Women Students brought to the notice of the authorities and the types of measures taken to overcome them”.

The detailed analysis and interpretation is presented objective wise, in the following pages.

Note: The interpretation of the study presented in this chapter bear the following meaning:

- None: Zero percent
- Few : One to twenty nine percent 1-29
- Some :Thirty to forty nine percent 30-49
- Most : Fifty to sixty nine percent 50-69
- Majority : Seventy to ninety nine percent 70-99
- All: Hundred percent 100

4.1 Analysis and interpretation of questionnaire administered to women students

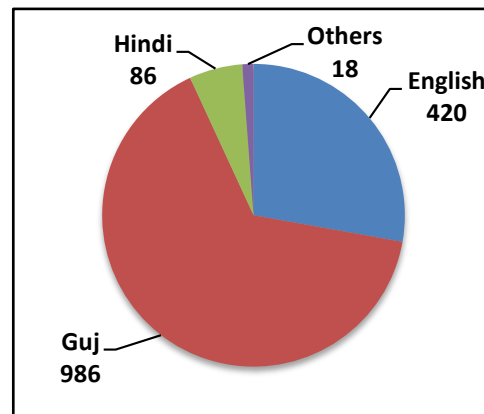
To achieve objective no. 1, data was collected using questionnaire. The questionnaire had fifty questions with open ended, closed ended and mixed type of items. It was divided into two sections: Academic and Non Academic. Academic section included components like: medium of instruction, teachers/teaching, friends in the university, higher education, library and job/career. The components in ‘Non-academic category’ included: male/female issues, extra activities/sports/health, campus facilities and place of stay. The questionnaire was administered to women students studying in Bachelors’ and Masters’ courses of The MSU. Completely filled 1510 questionnaires were analyzed as per the demand of the present study.

Respondents were the Women Students to whom questionnaire was administered. The analysis of various items in questionnaire has been presented as follows:

The following table and figure shows the medium of instruction the respondents had at the school level.

Table 4.1**Medium of instruction at school level**

Language	No. of respondents	Percent
English	420	28
Gujarati	986	65
Hindi	86	6
Others	18	1
Total	1510	

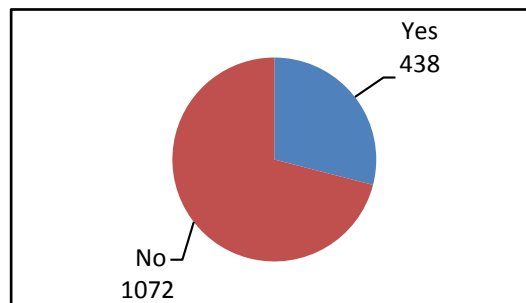
Figure 4.1**Medium of instruction at school level**

From the table 4.1 and figure 4.1, it can be seen that sixty five percent of respondents of The M.S. University of Baroda, had “Gujarati” as a medium of instruction at school level, twenty eight percent had “English” as a medium of instruction at school level and six percent had “Hindi” as a medium of instruction at school level. It can be concluded that majority of the respondents studying in The MSU had “Gujarati” as a medium of instruction at school level.

The following table and figure shows the number of respondents facing problems due to English as a medium of instruction at university level.

Table 4.2**Problems faced due to medium of instruction**

	No. of respondents	Percent
Yes	438	29
No	1072	71
Total	1510	

Figure 4.2**Problems faced due to medium of instruction**

From table 4.2 and figure 4.2, it can be seen that twenty nine percent of the respondents, faced difficulties in understanding the lectures, due to English as a medium of instruction in the MSU, while seventy one percent did not face problems.

It can be concluded that majority of respondents did not face problems in understanding the lectures, due to English as a medium of instruction in the MSU.

Respondents who had difficulties in understanding the lectures, due to English as a medium of instruction, were probed further. They were asked about measures taken by them to overcome the problem and to obtain a clear understanding of the topic. Forty percent of them said they asked others (friends, university teachers, tuition teachers, parents, elder brother, elder sister, learned person in the neighbourhood) while thirty percent took help from dictionary, internet, books, newspapers, and thirty percent did self study by memorizing what is being made to write in the lectures. Thus it can be concluded that when students faced problems due to English as a medium of instruction in this university, most of them took help from others.

The following table and figure shows the number of respondents able to understand the content taught by ‘lecture method’ at the university level.

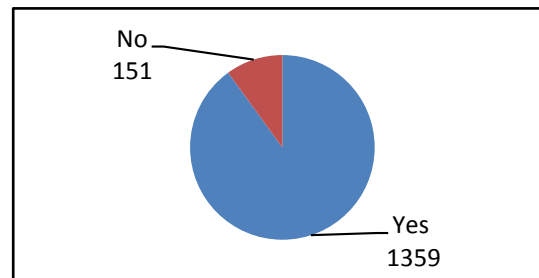
Table 4.3

Lecture methods- easy to follow

	No. of respondents	Percent
Yes	1359	90
No	151	10
Total	1510	

Figure 4.3

Lecture methods-easy to follow



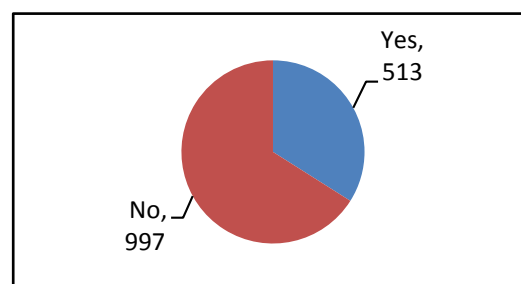
From table 4.3 and figure 4.3, it can be seen that the ninety percent of the respondents said that they understood what is taught in the class using lecture method while ten percent of the respondents had problems to understand what was taught in the class using lecture method. It can be inferred that majority of the respondents did not have problems in understanding the content when the teachers used ‘lecture method’ to teach.

The following table and figure shows the number of respondents who attended coaching classes.

Table 4.4
Attended coaching class

	No. of respondents	Percent
Yes	513	34
No	997	66
Total	1510	

Figure 4.4
Attended coaching class

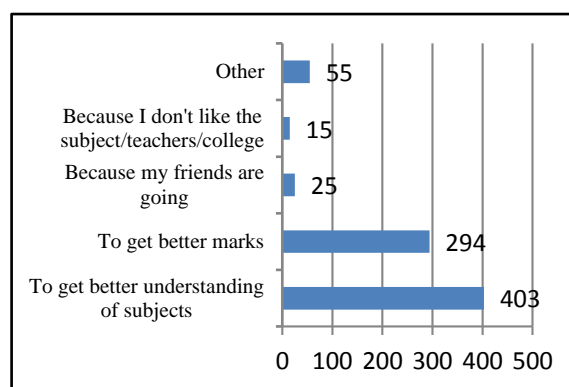


From table 4.4 and figure 4.4, it can be seen that the sixty six percent of the respondents did not attend extra coaching class, while thirty four percent went to coaching class. Thus it can be said that most of the respondents did not attend coaching classes.

Table 4.5
Reasons to go to coaching

Criteria	No. of respondents	Percent
To get better understanding	403	51
To get better marks	294	37
my friends go	25	3
Don't like the subject	15	2
Other	55	7

Figure 4.5
Reasons to go to coaching



(This question had multiple responses)

Table 4.5 and figure 4.5, indicate the causes for attending coaching classes. When asked the reasons for attending coaching classes, fifty one percent of respondents said they attended coaching class to get a better understanding of the subjects, thirty seven percent of respondents said they wanted to score high marks, three percent said that they went to coaching class because their friends were going and two percent of respondents said they attended coaching class because they did not like either the subject or the teacher. It can be inferred that most of respondents attended coaching class to get a better understanding of the subjects.

Table 4.6
Approached subject teacher

	No. of respondents	Percent
Yes	1163	77
No	347	23
Total	1510	

Figure 4.6
Approached subject teacher

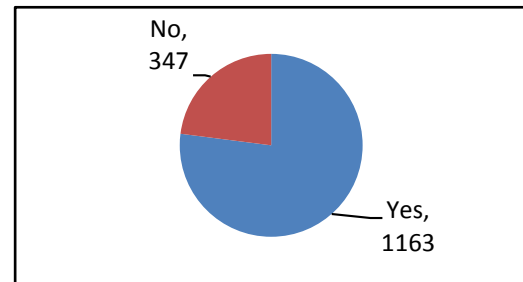
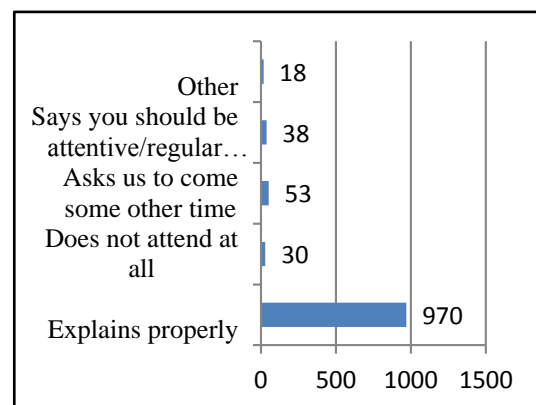


Table 4.6 and figure 4.6 indicates the number of respondents who have approached their subject teachers, when they did not understand a particular topic. Seventy seven percent of the respondents said that they approached their subject teacher if they did not understand a particular topic while twenty three percent of the respondents said that they did not approach the subject teacher if they did not understand a particular topic. It can be inferred that majority of the respondents approached their subject teacher if they did not understand a particular topic.

Table 4.7
Response of the teacher

Criteria	No. of respondents	Per-cent
Explains properly	970	87
Does not attend at all	30	3
Asks to come some other time	53	5
Says you should be attentive/regular in	38	3
Other	18	2

Figure 4.7
Response of the teacher



(This question had multiple responses)

From table 4.7 and figure 4.7, the responses of the teacher can be noticed when the respondents approached them for doubt solving. It can be seen that eighty seven percent of the subject teachers in the university explained the topic properly, when their students requested them for the same. Five percent subject teachers asked the students to come at some other time, three percent of subject teachers neglected the students and three percent told them to be attentive when they taught in the class. It

can be inferred that majority of subject teachers in the university explained the topic properly when the respondents approached them for doubt solving.

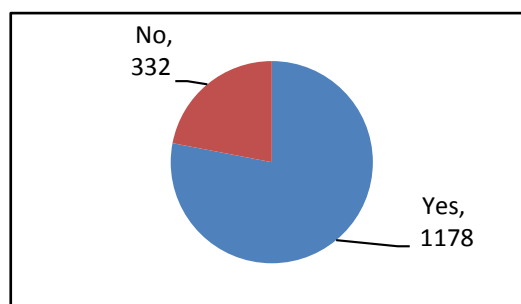
Table 4.8

Participation in class room discussion

	No. of respondents	Percent
Yes	1178	78
No	332	22
Total	1510	

Figure 4.8

Participation in class room discussion



From table 4.8 and figure 4.8 it can be seen that seventy-eight percent of the respondents participated in class room discussion while twenty-two percent of the respondents did not participate in class room discussion. Thus it can be concluded that majority of respondents participated in class room discussions. The respondents who did not participate in classroom discussion were probed further.

When asked the reasons for not participating in class room discussion, forty per cent of the respondents said that they felt shy, they were afraid of others and they had stage fear, while twenty five per cent of the respondents suffered due to language problems, five per cent of the respondents said that boys in their class made fun of them, whenever they tried to speak. Rest of them said that either they were not interested or class room discussions were not held in their class. Thus it can be inferred that non participation in class room discussion was due to lack of confidence in the respondents.

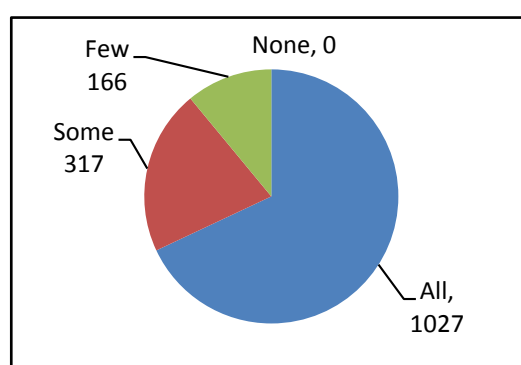
Table 4.9

Well-behaved university teachers

	No. of respondents	Percent
All	1027	68
Some	317	21
Few	166	11
None	0	0
Total	1510	

Figure 4.9

Well-behaved university teachers



From the table 4.9 and figure 4.9, it can be seen that sixty-eight per cent of the respondents felt that all university teachers were well behaved, twenty one percent of the respondents felt that some of the university teachers were well behaved, while eleven percent of the respondents felt that few of the university teachers were well behaved. It can thus be concluded that most of the respondents felt that the university teachers were well behaved.

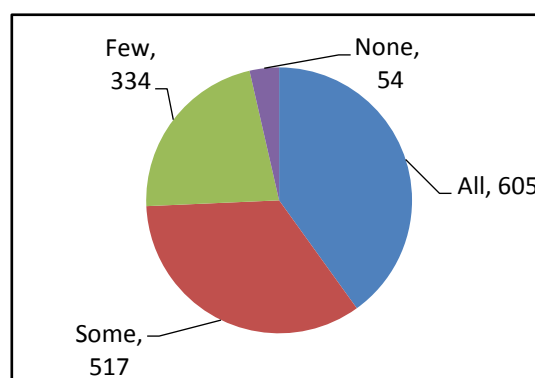
Table 4.10

Loving & caring university teachers

	No. of respondents	Percent
All	605	40
Some	517	34
Few	334	22
None	54	4
Total	1510	

Figure 4.10

Loving & caring university teachers



From table 4.10 and figure 4.10, it can be seen that forty percent of the respondents said that all the university teachers were loving and caring, thirty four percent of the respondents said that some of the university teachers were loving and caring, while twenty two percent of the respondents felt that few of the university teachers were loving and caring. It can thus be concluded that most of the students said that the university teachers were loving and caring.

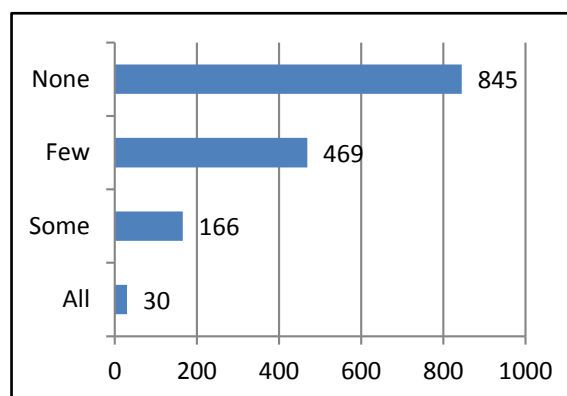
Table 4.11

University teachers-avoid students

	No. of respondents	Percent
All	30	2
Some	166	11
Few	469	31
None	845	56
Total	1510	

Figure 4.11

University teachers-avoid students

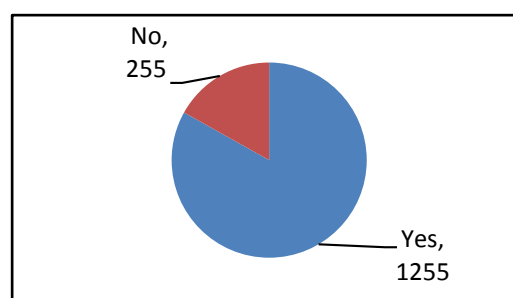


From the table 4.11 and figure 4.11, it can be seen that fifty six percent of the respondents said that none of the university teachers avoided the students, thirty one percent of the respondents felt that few university teachers avoided the students, while eleven percent of the respondents said that some of the university teachers avoided the students. It can thus be concluded that most of the respondents felt that the university teachers did not avoid students.

Table 4.12
Classes taken regularly

	No. of respondents	Percent
Yes	1255	83
No	255	17
Total	1510	

Figure 4.12
Classes taken regularly



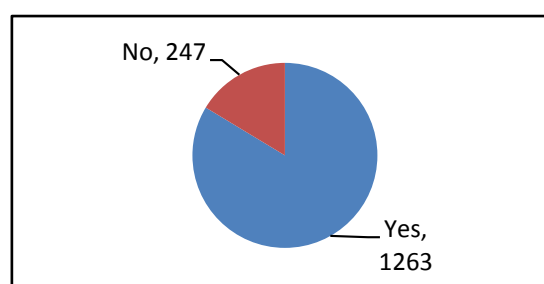
From the table 4.12 and figure 4.12, it can be seen that eighty three percent of the respondents found that the university teachers are taking their classes regularly, while seventeen percent of the respondents felt that the university teachers were irregular in taking their classes. It can be inferred that most of the university teachers took their classes regularly.

On asking the students about ways to manage the studies if classes were not taken regularly, most of the students said that they performed self study or referred to notes of senior students or visited the library. Some of them took help of friends, asked the university teachers or attended tuition classes. Few of them referred internet while few said that they just memorized without understanding.

Table 4.13
Teachers completing syllabus on time

	No. of respondents	Percent
Yes	1263	84
No	247	16
Total	1510	

Figure 4.13
Teachers completing syllabus on time



From the table 4.13 and figure 4.13, it can be seen that eighty four percent of the respondents found that the university teachers completed their syllabus on time, while sixteen percent of the respondents felt that the university teachers did not complete their syllabus on time. It can be inferred that majority of the university teachers completed their syllabus on time.

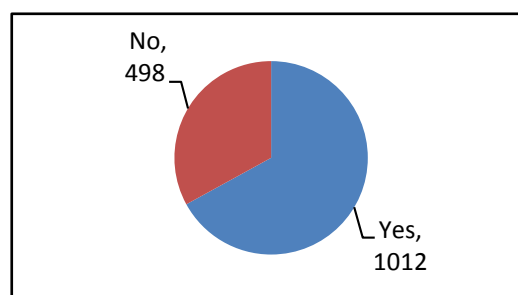
Table 4.14

Problems due to incomplete syllabus

	No. of respondents	Percentage
Yes	1012	67
No	498	33
Total	1510	

Figure 4.14

Problems due to incomplete syllabus



From the table 4.14 and figure 4.14, it can be seen that when the teachers did not complete their syllabus on time it was a problem to sixty seven percent of the respondents, while thirty three percent of the respondents felt that when the teachers did not complete their syllabus on time it was not a problem to them. It can thus be concluded that when the teachers did not complete their syllabus on time it was a problem to most of the respondents.

On probing further, to the respondents who faced problems due to incompletely taught syllabus, they said that they managed to study the left out syllabus from some other sources. Most of the respondents said that they performed self study or referred to notes of senior students or visited the library. Some of them took help of friends, asked the university teachers or attended tuition classes. Few of them referred internet while few said that they just memorized without understanding

In addition to the above, most of the respondents also said that few teachers taught very fast, rushed to complete the syllabus and made no attempts to bother whether the students understood what they are teaching. Few teachers were egoistic and few concentrated only on 'first benchers'. Some teachers were not bothered about weak students, some teachers spoke so soft that it was not audible clearly and sometimes teachers and staff members did not behave properly with the students.

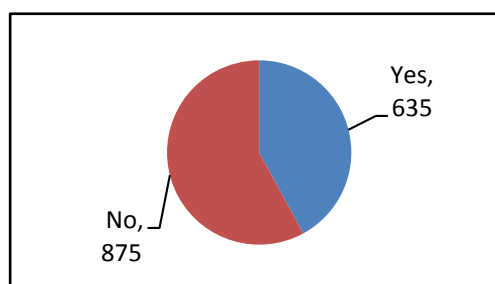
Few of the respondents also added that in order to complete the syllabus, the teachers at times, skipped few topics and called for extra classes. When extra classes were arranged, it again created problems like delay in starting the class, teacher come late, unavailability of a vacant class, unavailability of peon to open the class room and also disturbance of outsiders.

The following table and figure indicates problems due to admission in the university.

Table 4.15
Problems for admission

	No. of respondents	Percent
Yes	635	42
No	875	58
Total	1510	

Figure 4.15
Problems for admission



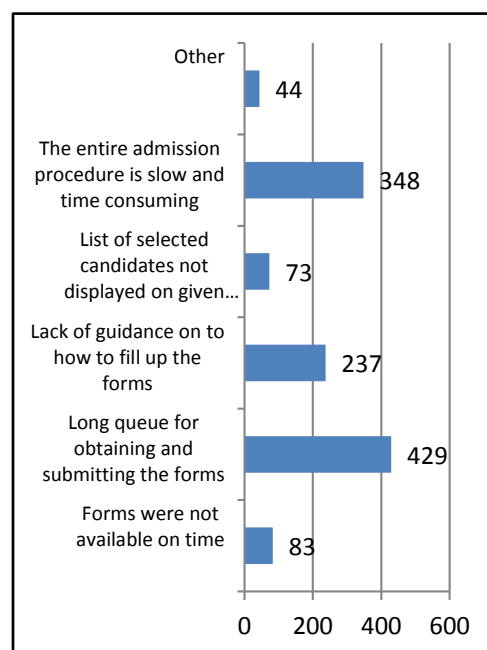
From the table 4.15 and figure 4.15, it can be seen that forty two percent respondents faced problems at the time of admission to The MSU, while fifty eight percent of the respondents did not face problems to secure admission in The MSU. It can thus be concluded that most of the respondents did not face problems at the time of admission to The MSU.

Those respondents who faced problems were probed further. They gave different reasons due to which problems arose. These types of problems can be noticed in table 4.16 and figure 4.16.

Table 4.16
Types of problems for admission

Criteria	No. of respondents	Percent
Forms not available on time	83	7
Long queue for submitting the forms	429	35
Lack of guidance on how to fill the forms	237	20
List of selected candidates not displayed on time	73	6
The entire admission procedure time consuming	348	29
Other	44	4

Figure 4.16
Types of problems for admission



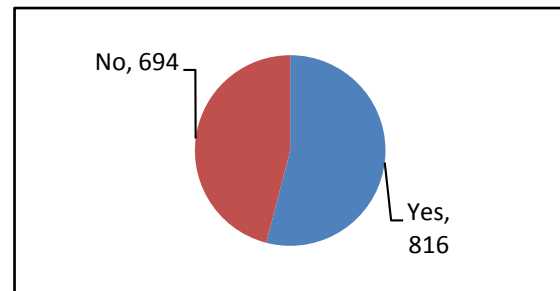
(This question had multiple responses)

From table 4.16 and figure 4.16, it can be known that respondents faced different types of problems during admission in the MSU. Thirty five percent of the respondents stated that there were long queue for submitting the forms, though the procedure of obtaining the form was online. Twenty nine percent of the respondents felt that the entire admission procedure was slow and time consuming. Twenty percent of the respondents faced problem due to lack of guidance as to how to fill the forms. While some of the respondents found problems when the forms were not getting uploaded on time or the list of selected candidates were not displaced on time. Thus it can be concluded that the respondents faced problems of varied types at the time of the admission to The MSU.

The following table indicates the problems to respondents during first few months in the university.

Table 4.17**Discomfort in the university**

	No. of respondent	Percent
Yes	816	54
No	694	46
Total	1510	

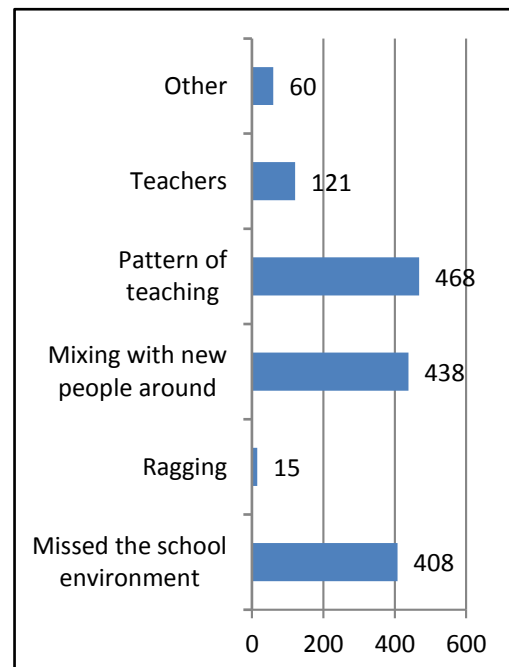
Figure 4.17**Discomfort in the university**

From table 4.17 and figure 4.17, it can be seen that fifty four percent of the respondents faced discomfort during first few months of the university. Forty six percent of the respondents did not face discomfort during first few months in the university. Thus it can be inferred that most of the respondents faced discomfort during first few months of the university.

On probing further, the respondents cited various reasons for discomfort, which can be observed in following table and figure.

Table 4.18**Types of discomfort**

	No. of respondents	Percent
Missed the school environment	408	27
Ragging	15	1
Mixing with new people around	438	29
Pattern of teaching	468	31
Teachers	121	8
Other	60	4

Figure 4.18**Types of discomfort**

(This question had multiple responses)

From table 4.18 and figure 4.18 it can be seen that respondents faced different types of problems in adjusting during the first few months of the university. Thirty one

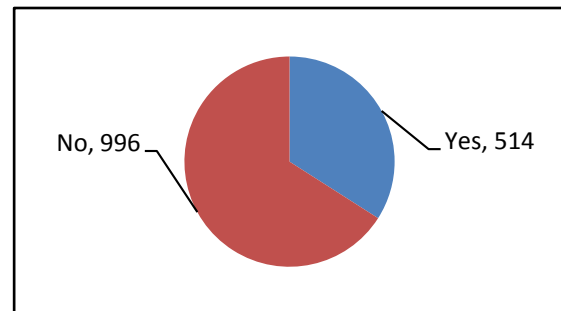
percent of the respondents found problem in adjusting to the university atmosphere due to pattern of teaching. Twenty nine percent of the respondents found problem in adjusting to the university atmosphere due to new and unknown persons around, while twenty seven percent missed the home like school environment. Eight percent of the respondents found problem in adjusting to the university atmosphere due to teachers and few respondents experienced ragging and thus could not adjust to the university atmosphere.

The following table and figure indicate influence of friends on respondents.

Table 4.19
Influenced by friends

	No. of respondent	Percent
Yes	514	34
No	996	66
Total	1510	

Figure 4.19
Influenced by friends

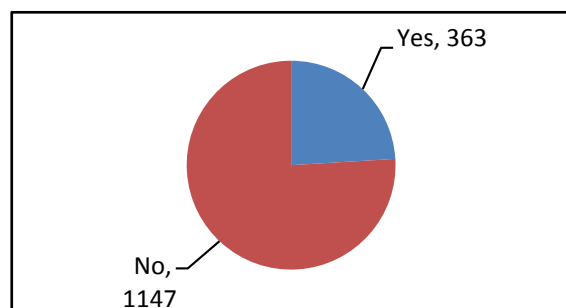


From table 4.19 and figure 4.19, it can be seen that thirty four percent of the respondents said that ‘making and breaking up’ with friends adversely influenced them. Sixty six percent of the respondents said that ‘making and breaking up’ with friends did not influence them. Thus it can be inferred that most of the respondents were not influenced by friends and did not feel that ‘making and breaking up’ with friends affected their studies.

Table 4.20
Friends affect studies

	No. of respondents	Percent
Yes	363	24
No	1147	76
Total	1510	

Figure 4.20
Friends affect studies



From table 4.20 and figure 4.20, it can be seen that twenty four percent of the respondents believed that friends were the cause of problems that affected their studies while seventy six percent of the respondents believed that friends were not the cause of problems that affected their studies. Thus it can be inferred that majority of respondents did not face problems in studies due to their friends.

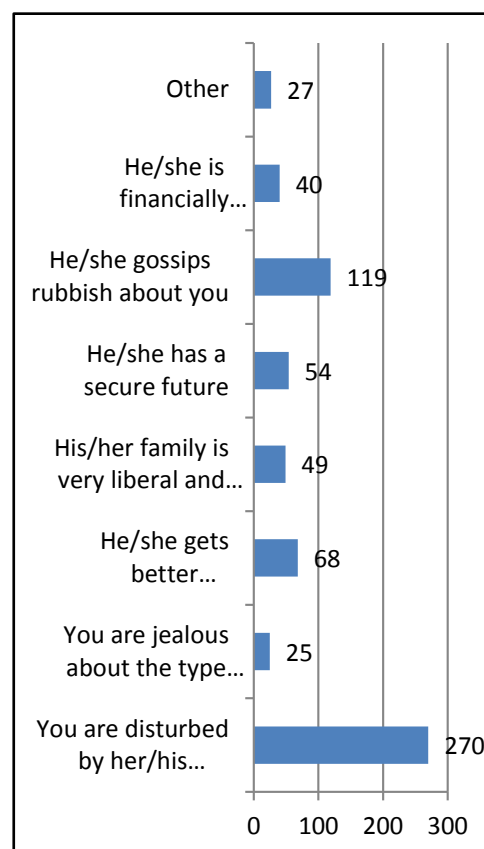
Table 4.21

Types of problems due to friends

Criteria	No. of respondents	Percent
You are disturbed by her/his behavior towards you	270	41
You are jealous about the type of mobile he/she Possess	25	4
He/she gets better marks/grades than you	68	10
His/her family is very liberal and supportive	49	8
He/she has a secure future	54	8
He/she gossips rubbish about you	119	18
He/she is financially better off than you	40	6
Other	27	4

Figure 4.21

Types of problems due to friends



(This question had multiple responses)

From the table 4.21 and Fig 4.21, it can be observed that respondents faced different types of problems due to their friends. Forty one percent of the respondents felt that they get disturbed when their friends behaved in an unexpected manner with them. Eighteen percent of the respondents said that problems arose when their friends talked rubbish about them to others. Some of the respondents felt insecure when their friends got better grades or marks. Some of the respondents felt insecure if the family members of their friends were more liberal and supportive than theirs. Some of the respondents felt insecure when, either their friends had a confirmed future or were

richer. Thus it can be concluded that respondents faced various problems and felt insecure due to friends.

The following table and figure indicates one or more criteria when the respondents were asked the reasons that hindered higher education for women.

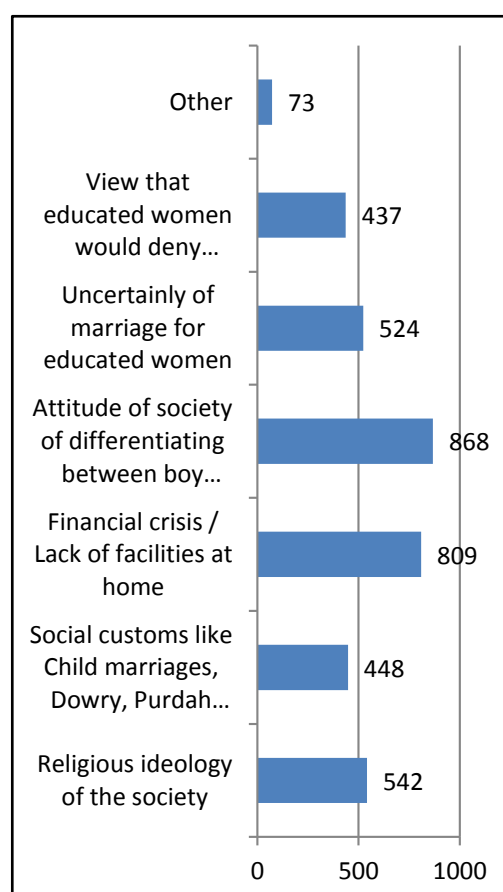
Table 4.22

Hindrance to higher education

Criteria	No. of respondents	Percent
Religious ideology of the society	542	15
Social customs like Child marriages, Dowry, Purdah system	448	12
Financial crisis / Lack of facilities at home	809	22
Attitude of society of differentiating between boy and girl	868	23
Uncertainly of marriage for educated women	524	14
View that educated women would deny household duties	437	12
Other	73	2

Figure 4.22

Hindrance to higher education



(This question had multiple responses)

From the table 4.22 and Figure 4.22, it can be found that twenty three percent of the respondents felt that gender discrimination is one of the main reasons that caused hindrance to higher education for women. They agreed that its' the attitude of the society of differentiating between boys and girls that hindered women to take up higher education. Twenty two percent of the respondents felt that financial crisis hindered women to take up higher education while fifteen percent of the respondents felt that it's the religious ideology of the society that hindered women to take up higher education. Fourteen percent of the respondents felt if a woman is educated, marriage became uncertain and hence uncertainty of marriage was one of the reasons

that hindered women to take up higher education. Twelve percent of the respondents felt that social customs like child marriages, dowry, pudrah system; hindered women to take up higher education. Twelve percent of the respondents felt that there was a view in the society that, ‘educated women would deny house hold duties’. Due to this view, many families did not permit women to take up higher education. Most of the respondent felt that it’s not any one reason but it’s the effect of all the above factors that created hindrance for women for higher education. Thus it can be concluded that attitude of the society, financial crisis, social customs, religious ideology and certain belief system of the people hindered women’s higher education.

Table 4.23

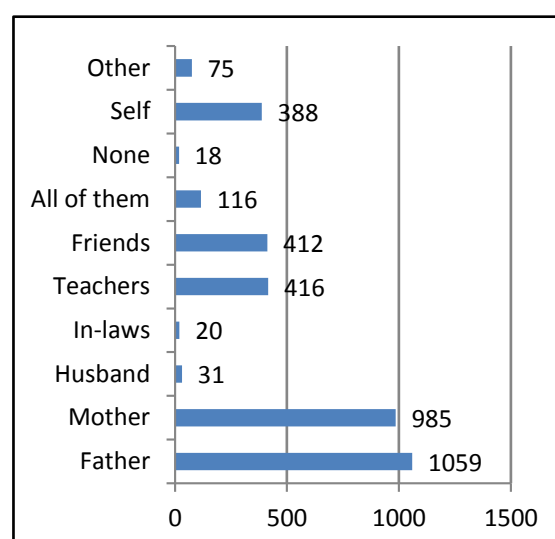
Motivation for higher education

Who motivates	No. of respondents	Percent
Father	1059	30
Mother	985	28
Husband	31	1
In-laws	20	1
Teachers	416	12
Friends	412	12
All of them	116	3
None	18	1
Self	388	11
Other	75	2

(This question had multiple responses)

Figure 4.23

Motivation for higher education



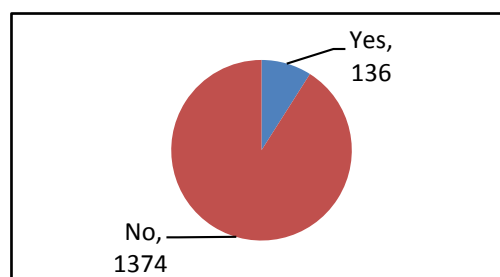
From the table 4.23 and figure 4.23, it can be noticed that thirty percent of the respondents said that their father motivated them for higher education, while twenty eight percent of the respondents said that their mother motivated them for higher education. Twelve percent of the respondents said that their friends motivated them for higher education. Twelve percent of the respondents said that teachers motivated them for higher education and three percent of the respondents said that their relatives encouraged them to pursue higher education. One percent of the respondents said that husband and in-laws encouraged them for higher education. Eleven percent of the respondents were found to be self motivated. Thus it can be inferred that few women

are self motivated while most of them are encouraged or motivated by parents, friends and teachers.

Table 4.24
Part-time job performed

	No. of respondent	Percent
Yes	136	9
No	1374	91
Total	1510	

Figure 4.24
Part-time job performed



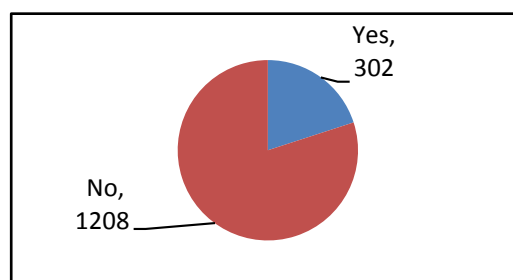
From the table 4.24 and figure 4.24 it can be noticed that ninety one percent of the respondents did not go for any part time work. Nine percent of the respondents performed some part time job. Thus it can be concluded that majority of the respondents did not perform part time work.

Respondents who did some part time job were probed further to share about the type of part time jobs done. Most of them said that they provided tuitions to school going children, some had their own dance and art classes, some of them went as a receptionist or were supervisors in educational institutes, some of them performed office job, some did job in event management companies while few worked in call centers and BPO and few said they were 'free lancers'. Thus it can be concluded that most of the respondents who did some part time jobs gave tuitions or worked in some institutes.

Table 4.25
Financial problems

	No. of respondent	Percent
Yes	302	20
No	1208	80
Total	1510	

Figure 4.25
Financial problems



From the table 4.25 and figure 4.25 it can be noticed that eighty percent of the respondents did not face financial problems and twenty percent of the respondents

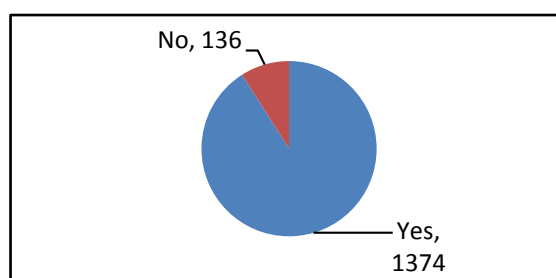
were having financial problems. Thus it can be inferred that majority of the respondents did not face financial problems.

On probing further to those respondents who had financial problems, they said that they adopted different means to manage their financial requirements. Forty percent of respondents said they did some part time job to earn money. Forty percent of them said that they had to cut down their personal expenses (compared to their friends). Ten percent of them said that their brothers or fathers earned extra so that their fees could be paid. Few of the respondents said they were lucky to get some scholarships and few had opted for educational loan too.

Table 4.26
Fond of subject

	No. of respondents	Percent
Yes	1374	91
No	136	9
Total	1510	

Figure 4.26
Fond of subject



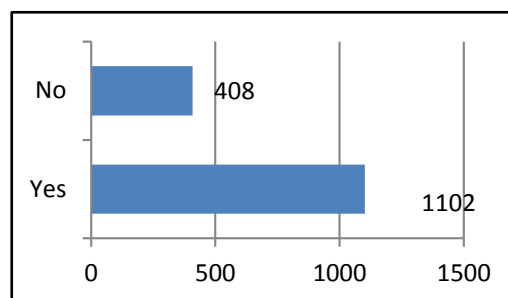
From the table 4.26 and figure 4.26 it can be noticed that ninety one percent of the respondents liked the subject and courses that they were studying in. Nine percent of the respondents did not like the subject and courses that they were studying in. Thus it can be inferred that majority of the respondents liked the subject and courses that they were studying in The MSU.

Further probing was done among the respondents who did not like their subjects and courses. They gave reasons for it. Thirty percent of the respondents said that the course they were studying neither provided them with some practical knowledge nor assured them with some job. Twenty percent of the respondents felt that they were forced into the course without their consent. Twenty percent of the respondents felt that they were not interested in studies and twenty percent felt the course to be boring and lengthy. Thus it can be inferred that respondents did not like their subjects because it was boring, lengthy, non -practical and would not fetch them a job.

Table 4.27
Free education

	No. of respondents	Percent
Yes	1102	73
No	408	27
Total	1510	

Figure 4.27
Free education

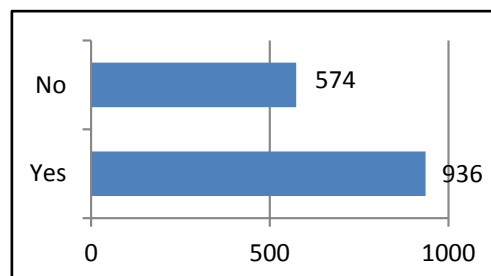


From the table 4.27 and figure 4.27 it can be observed that seventy three percent of the respondents were aware of provisions made by the state government to provide free education to women and twenty seven percent of the respondents of were not aware of provisions made by the state government to provide free education to women. Thus it can be most of the respondents were aware of provisions made by the state government to provide free education to women.

Table 4.28
Special scholarships

	No. of respondents	Percent
Yes	936	62
No	574	38
Total	1510	

Figure 4.28
Special scholarships

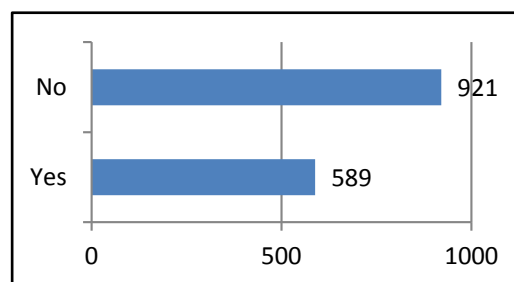


From the table 4.28 and figure 4.28 it can be observed that sixty two percent of the respondents were aware of incentives like ‘special scholarships’ provided by the state government to promote higher education to women and thirty eight percent of the respondents were not aware of incentives like ‘special scholarships’ provided by the state government to promote higher education to women. Thus it can be inferred that many respondents were not aware of the incentives like ‘special scholarships’ provided by the state government to promote higher education to women.

Table 4.29
‘Single girl child scholarship’

	No. of respondents	Percent
Yes	589	39
No	921	61
Total	1510	

Figure 4.29
‘Single girl child scholarship’

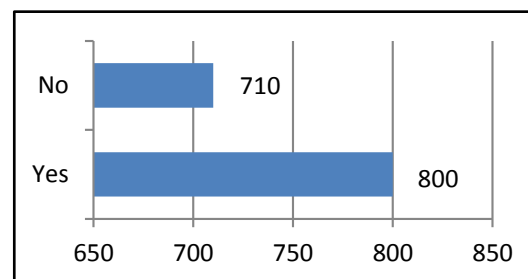


From the table 4.29 and figure 4.29 it can be observed that thirty nine percent of the respondents were aware of incentives like ‘Single Girl Child Scholarship’ provided by the government to promote higher education to women and sixty one percent of the respondents were not aware of incentives like ‘Single Girl Child Scholarship’ provided by the government to promote higher education to women. Thus it can be inferred that most of the respondents were not aware of the incentives like ‘Single Girl Child Scholarships’ provided by the state government to promote higher education to women.

Table 4.30
Awareness regarding separate quota

	No. of respondents	Percent
Yes	800	53
No	710	47
Total	1510	

Figure 4.30
Awareness regarding separate quota

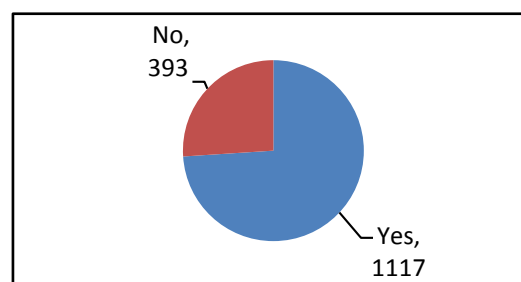


From the table 4.30 and figure 4.30 it can be observed that fifty three percent of the respondents were aware of incentives like ‘Separate Quota for Women candidates for jobs’, provided by the government to encourage women to participate in labour market and forty seven percent of the respondents were not aware of incentives like ‘Separate Quota for Women candidates for jobs’, provided by the government to participate in labour market. Thus it can be inferred that almost half of the respondents were not aware of the incentives like ‘Separate Quota for Women candidates for jobs’, provided by the government to encourage women to participate in labour market.

Table 4.31
Need of special subjects

	No. of respondents	Percent
Yes	1117	74
No	393	26
Total	1510	

Figure 4.31
Need of special subjects

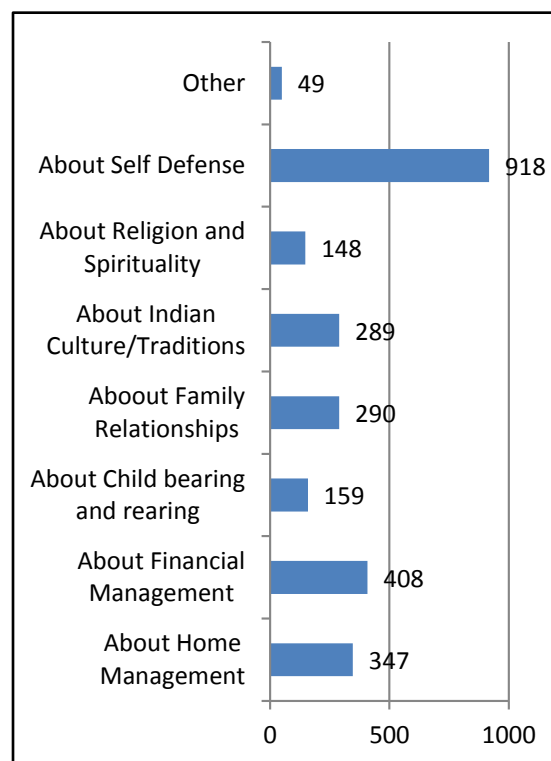


From the table 4.31 and figure 4.31 it can be noticed that seventy four percent of the respondents felt a need to add some special subjects for the women students of The MSU. Twenty six percent of the respondents did not feel any need to add some special subjects for the women students of The MSU. Thus it can be concluded that most of the respondents felt a need to add some special subjects for the women students of The MSU.

Figure 4.32
Choice of special subject

Criteria	No. of respondents	Percent
About Home Management	347	13
About Financial Management	408	16
About Child bearing and rearing	159	6
Aboout Family Relationships	290	11
About Indian Culture/Traditions	289	11
About Religion and Spirituality	148	6
About Self Defense	918	35
Other	49	2

Figure 4.32
Choice of special subject



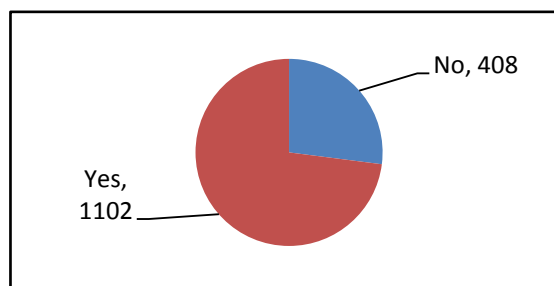
(This question had multiple responses)

Those respondents who believed that some special subject should be added to the syllabus were probed further. According to the table 4.32 and figure 4.32, it can be observed that thirty five percent of the respondents felt the need to add ‘self defense’ as a special subject, sixteen percent suggested financial management while eleven percent felt the need to add Home management, eleven percent felt that subjects covering the topics of Indian culture and traditions should be added while six percent felt theology be taught. Thus it can be concluded that majority of the respondents wanted self defense to be part of their curriculum.

Table 4.33
Feeling safe on moving alone

	No. of respondents	Percent
Yes	1102	73
No	408	27
Total	1510	

Figure 4.33
Feeling safe on moving alone

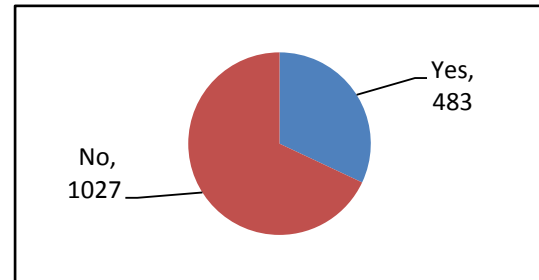


From the table 4.33 and figure 4.33 it can be observed that seventy three percent of the respondents felt safe and did not wish to have a company when they had to come back to home or hostel, from the university, late evenings. Twenty seven percent of the respondents did not feel safe and wished to have some company or escort when they had to come home or hostel, from the university, late evenings. Thus it can be concluded that majority of the respondents felt safe and did not feel a need to have some company or escort when they had to come back to home or hostel, from the university, late evenings.

When asked in detail, most of the respondent said they wanted to avoid moving alone late evenings due to safety reasons, some of them said since they did not have their own vehicle, they went with friends who had one. Some did not like to travel alone so for the sake of company they preferred to go with a friend. It can thus be concluded that respondents wanted somebody to go with them in late evenings so that they felt safe.

Table 4.34**Problems due to practical / projects**

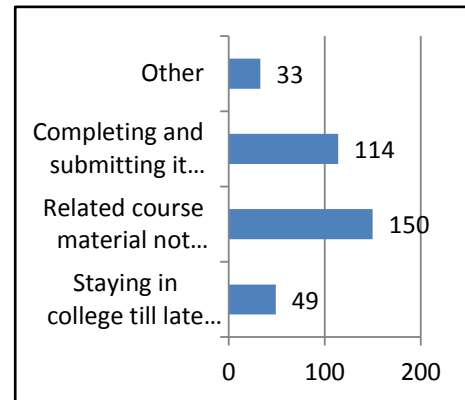
	No. of respondents	Percent
Yes	483	32
No	1027	68
Total	1510	

Figure 4.34**Problems due to practical / projects**

From table 4.34 and figure 4.34, it can be seen that thirty two percent of the respondents faced problems due to practical or projects to be done as a part of their syllabus, while sixty eight percent of the respondents did not face problem due to practical or projects to be done as a part of their syllabus. Thus it can be concluded that most of the respondents did not face problems due to practical or project work to be done as a part of their syllabus.

Table 4.35**Types of problems due to practical**

Criteria	No. of respondents	Percent
Staying in college till late evenings	49	14
Related course material not available	150	43
Completing and submitting it on time	114	33
Others	33	10

Figure 4.35**Types of problems due to practical**

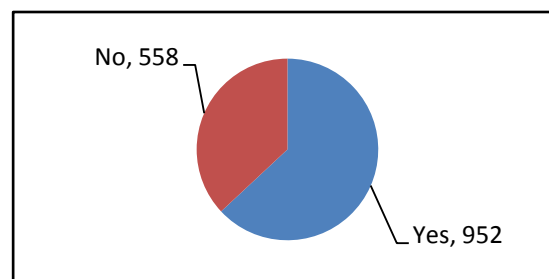
(This question had multiple responses)

Table 4.35 and figure 4.35 shows the types of problems faced by respondents due to practical or project work. The respondents, who had problems due to practical or project work, were asked in details about it. Forty three percent said that unavailability of course material created a problem to them and thirty three percent said that completing and submitting the projects or assignments on time was a source of problem to them. Fourteen percent said that due to practical or project work they had to stay back in the university till late evenings then it became problematic for them.

Table 4.36
Orientation to library

	No. of respondent	Percent
Yes	952	63
No	558	37
Total	1510	

Figure 4.36
Orientation to library



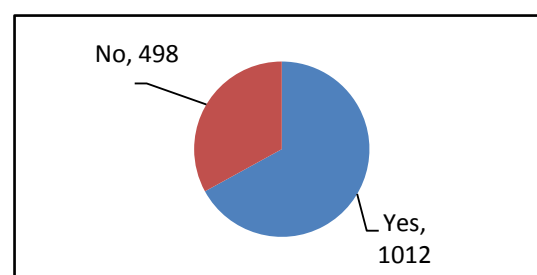
From table 4.36 and figure 4.36, it can be seen that the sixty three percent of the respondents said that they attended an orientation regarding the use of department or university library while thirty seven percent of the respondents said that there were not aware about orientation session given regarding use of the department or the university library. Thus it can be concluded that most of the respondents attended the orientation session regarding the use of library.

Those respondents who did not attend orientation were probed further regarding how they learned to use library. They said that they learned the procedure of using the library either on their own or took the help of senior students.

Table 4.37
Availability of books in Library

	No. of respondent	Percent
Yes	1012	67
No	498	33
Total	1510	

Figure 4.37
Availability of books in Library



From the table 4.37 and figure 4.37, it can be seen that thirty three percent respondents faced problems to procure books from SHML or the departmental library when they needed them. Sixty seven percent respondents did not face problems to procure books from SHML or the departmental library. It can thus be concluded that most of respondents did not face problems regarding availability of books. They got the required books from the library when they needed it.

When asked further to the respondents on ways they adopted to overcome the problems due to non-availability of books, fifty one percent of the respondents said that they referred study materials either obtained from senior students or from tuition classes or from stationary shops. Eleven percent of the respondents said that they took help of the university teachers, ten percent said that they bought new books while ten percent said they preferred to wait till the books were returned to the library while rest of them said they used internet.

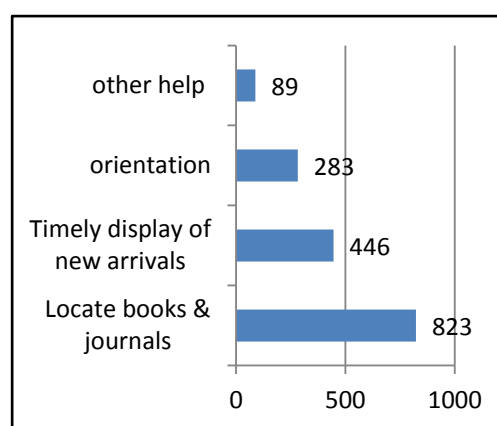
Table 4.38

Co operation from library staff

Criteria	No. of respondents	Percent
Locate books & journals	823	50
Timely display of new arrivals	446	27
Orientation	283	17
Other	89	5

Figure 4.38

Co operation from library staff



(This question had multiple responses)

Table 4.38 and figure 4.38 indicates type of co operation the respondents got from SHML or the departmental library staff. Fifty percent of the respondents said that the library staff helped them to locate books and journals, twenty seven percent of the respondents said that the library staff kept a regular display of new arrived books, thesis and journals while seventeen percent of the respondents said that SHML or the departmental library staff helped the new students and oriented them towards ways of using the library.

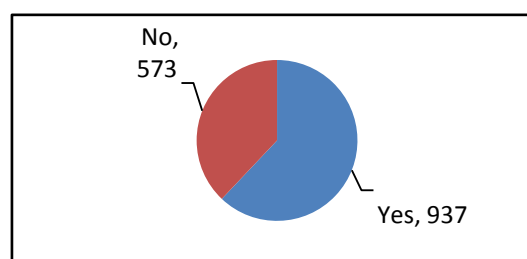
Table 4.39

Reference books in hindi/gujarati

	No. of respondent	Percent
Yes	937	62
No	573	38
Total	1510	

Figure 4.39

Reference books in hindi/gujarati



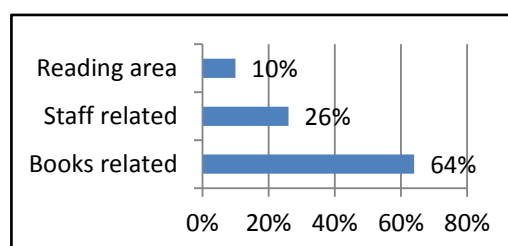
From the table 4.39 and figure 4.39, it can be observed that sixty two percent of the respondents felt that references books should be available in Hindi or Gujarati language also while thirty eight percent of the respondents did not feel the need of reference books to be available in Hindi or Gujarati language. Thus it can be concluded that most of the respondents felt the need of references books in Hindi or Gujarati language.

Table 4.40
Problems regarding library

Problem area	Percent
Books related	64
Staff related	26
Reading area	10

(This question had multiple responses)

Figure 4.40
Problems regarding library



From table 4.40 and figure 4.40, it can be observed that respondents faced various types of problems related to SHML or the departmental library. Sixty four percent of the respondents elaborated book related problems. They mentioned the following:

- Few books had torn pages.
- Some books were very old edition but in lots of demand. Such books were not readily available.
- Most of the books were not available on time.
- Computers of the library were not working properly, so it was difficult to locate books on time.
- There was no separate section on magazines and novels.

Twenty six percent of the respondents felt problems were due to staff and their attitude, like:

- Few staff members were not polite
- Few staff members avoided the students and did not help them.
- Staff members did not ensure strict silence in the reading rooms.
- Library was not open twenty four hours

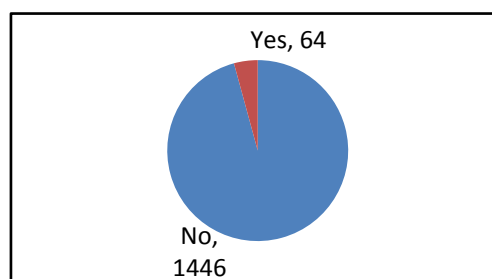
Ten percent of the respondents felt problem was non availability of separate reading area for women students in departmental libraries.

The following table and figure indicate problems related to future career options.

Table 4.41
Job after studies

	No. of respondent	Percent
Yes	1446	96
No	64	4
Total	1510	

Figure 4.41
Job after studies

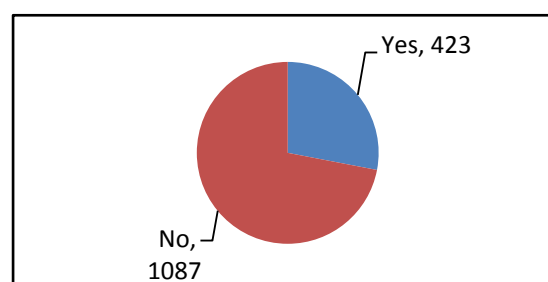


From table 4.41 and Fig 4.41, it can be observed that ninety six percent of the respondents wanted to do a job after completing their studies while four percent of the respondents said that they did not want to do a job after completing their studies. Thus it can be concluded that majority of the respondents wanted to do a job after completing their studies.

Table 4.42
Problems in career options

	No. of respondent	Percent
Yes	423	28
No	1087	72
Total	1510	

Figure 4.42
Problems in career options



From table 4.42 and figure 4.42, it can be observed that twenty eight percent of the respondents anticipated that they might have problems in their future career options while seventy two percent of the respondents anticipated that they might not have problems in their future career options. Thus it can be concluded that most of the respondents assumed that they might not have problems in their future career options.

When probed further about the types of problems the respondents were anticipating, if they had to secure a job, it was noted that the respondents:

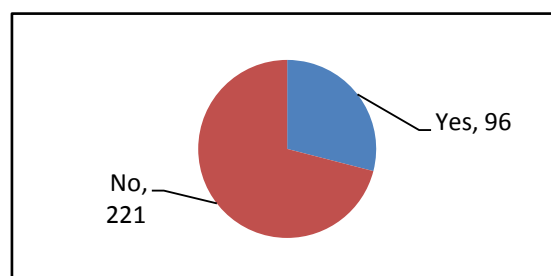
- Experienced lack of guidance (24 percent)
- Confused about their future (24 percent)
- Felt high competition in job market (20 percent)
- Felt compulsion of marriage (14 percent)
- Had lack of confidence (10 percent)
- Could not anticipate future career related problems (6 percent)
- Felt inability to maintain work life balance (1 percent)
- Wanted to go abroad (1 percent)

Table 4.43
Campus interview

	Number of respondent	Percentage
Yes	96	30
No	221	70

(This question was for PG students only)

Figure 4.43
Campus interview



From table 4.43 and figure 4.43, it can be observed that thirty percent of the respondents studying in PG participated in at least one campus interview held by the university. Seventy percent of the respondents studying in PG did not participate in the campus interviews held in the university. Thus it can be inferred that majority of the respondents did not participate in the campus interviews held by the university.

On inquiring further with the respondents the reason for non participation in the campus interviews, they said that:

- It was not held (40 percent)
- Wanted to pursue higher education (25 percent)
- Not aware (15 percent)
- Lack of confidence (10 percent)
- Did not get a chance (10 percent)

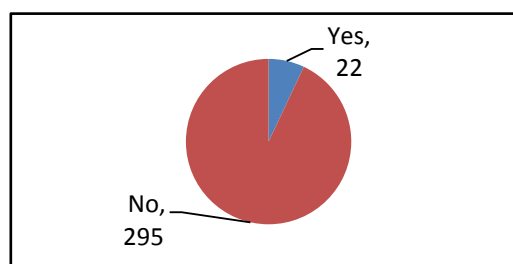
The respondents who participated in the campus interviews were probed further. They were asked if they faced problems due to campus interviews. They said that they were not selected due to:

- Less number of seats available (50 percent)
- Lack of confidence (30 percent)
- Lack of technical knowledge (20 percent)

Table 4.44
Employment exchange centre

	No. of respondents	Percent
Yes	22	7
No	295	93

Figure 4.44
Employment exchange centre



(This question was for PG students only)

Table 4.44 and figure 4.44 indicate the registration done by the respondents who were studying in Post Graduate courses of The MSU. Ninety three percent of the respondents have not registered their names in the employment exchange centre. Seven percent of the respondents have registered their names in the employment exchange centre of the university. Thus it can be concluded that most of the respondents have not registered their names in the employment exchange centre of The M.S. University.

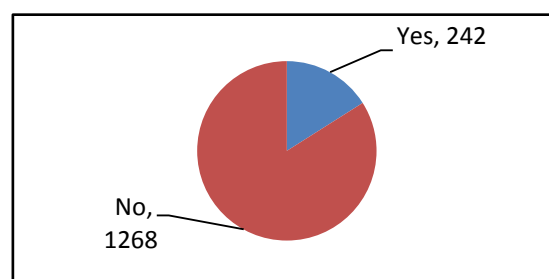
On inquiring further the reasons for non registration at the employment exchange centre of The M.S. University, ninety nine percent of the respondents said that they were not aware of existence of such a centre in The MSU.

The following table and figure indicate problems related to male staff members.

Table 4.45
Male staff

	No. of respondent	Percent
Yes	242	16
No	1268	84
Total	1510	

Figure 4.45
Male staff

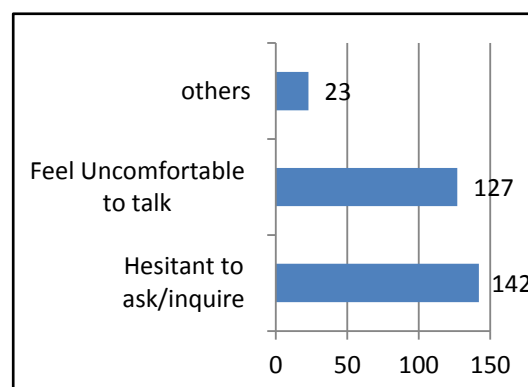


From the table 4.45 and figure 4.45, it can be seen that eighty four percent of respondents, did not face problems due to presence of male staff. Sixteen percent of respondents faced problems due to presence of male staff. It can be concluded that majority of the respondents had no problems due to presence of male staff.

Table 4.46
Problems due to male staff

Aspects	No. of respondents	Percent
Hesitant to ask/inquire	142	49
Uncomfortable to talk	127	43
others	23	8

Figure 4.46
Problems due to male staff



(Multiple responses, out of 242 respondents)

The respondents who faced problems due to presence of male staff were probed further. From the table 4.46 and figure 4.46, the areas where these respondents faced different types of problems can be studied. Forty nine percent of respondents said that they were hesitant to ask or inquire something in presence of male staff. Forty three percent of respondents said that they felt odd and uncomfortable to talk in presence of male staff.

Table 4.47**Discrimination at home or university**

	No. of respondent	Percent
Yes	302	20
No	1208	80
Total	1510	

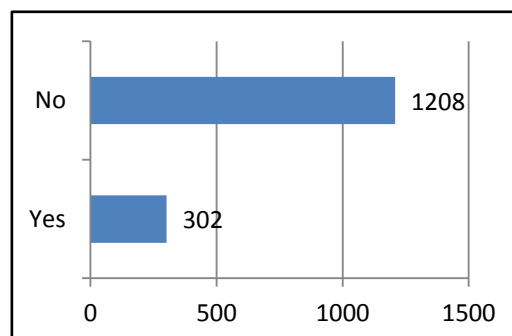
Figure 4.47**Discrimination at home or university**

Table 4.47 and figure 4.47 indicate discrimination between the respondents and their male counterparts (brothers or class mates) either in their homes or in the university.

Eighty percent of the respondents felt the following:

- They received same treatment in the university as well as their house, compared to the male counterparts (brothers or class mates). They did not face discrimination.
- The male counterparts (brothers or class mates) were not given undue importance either in the house or in the university.
- Their male counterparts (brothers or class mates) had to follow similar rules. No differentiation was made either in the university or in their homes.
- They did not face problems due to their male counterparts (brothers or class mates)

Twenty percent of the respondents felt the following:

- They did not receive same treatment in the home compared to their brothers.
- They faced discrimination regarding rules to be followed.
- Their brothers were given undue importance in the house.
- They faced problems due to their male counterparts (brothers or class mates)

Thus it can be concluded that majority of the respondents did not face discrimination, either in their homes or in the university.

The respondents who faced discrimination at home, were inquired further regarding the areas in which rules for their brothers were different. Eighty percent of the respondents said that their brothers were not restricted to stay out late, travelling

alone, attending parties, movies and picnics. ‘Dressing up and making friends’ were other areas where ten percent of the respondents felt rules were different for their brothers. Five percent of the respondents said their brothers were not made to do house hold jobs and five percent said that the rules regarding ‘watching late night TV, use of computers and mobiles, over all pocket money and personal safety’ were areas where rules for brothers and sisters were different.

Further probing was done to respondents who faced problems due to boys in the university campus. Table 4.48 and figure 4.48 indicate the problem areas.

Table 4.48

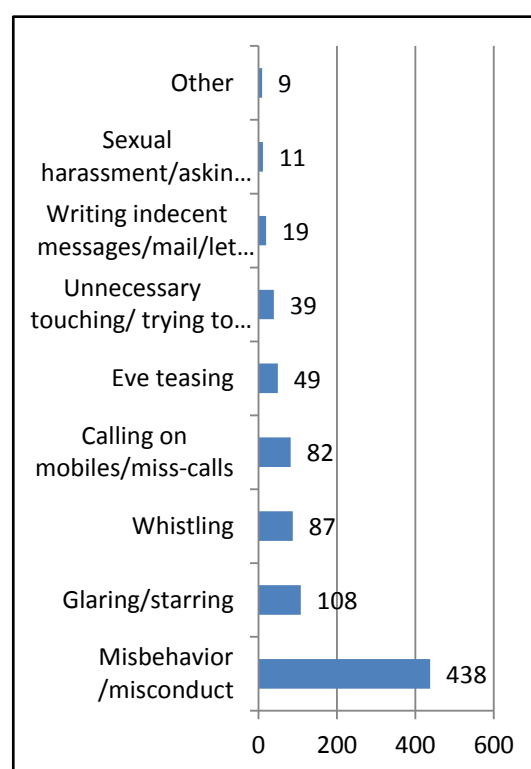
Problems created by boys in the campus

Types of problems	No. of respon- dents	Percent
Misbehavior /misconduct	438	29
Glaring/starring	108	19
Whistling	87	15
Calling on mobiles/miss-calls	82	14
Eve teasing	49	09
Unnecessary touching/ trying to come close	39	07
Writing indecent messages/mail/letters/ cards	19	03
Sexual harassment/asking for undue favors	11	02
Other	09	02

(This question had multiple responses)

Figure 4.48

Problem created by boys in the campus



From the table 4.48 and figure 4.48 it can be noticed that respondents faced different types of problems due to boys in the university campus. Twenty nine percent of respondents suffered due to misconduct of boys in the campus. Nineteen percent of respondents said that they felt odd and uncomfortable due to starring and glaring done by the boys in the campus. Fifteen percent of the respondents were disturbed due to whistling done by the boys in the campus. Fourteen percent of the respondents faced problems when they received calls or missed calls on their mobiles. Few respondents

faced problems when they were targeted by boys for eve teasing, unnecessary touching, writing indecent messages, e-mails, sending cards, and asking for undue favors. It can be thus concluded that most of the respondents faced problems due to misconduct and misbehavior of the boys in the campus.

Following table and figure shows participation of women students in co-curricular activities.

Table 4.49

Participation in activities

	No. of respondents	Percent
Yes	710	47
No	800	53
Total	1510	

Figure 4.49

Participation in activities

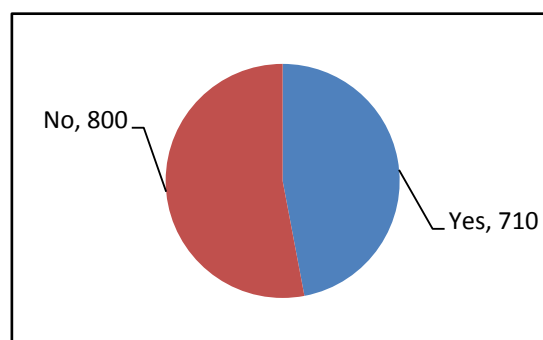


Table 4.49 and figure 4.49 indicate the number of respondents, who participated in extra co-curricular activities conducted by their departments and faculties. Fifty three percent of the respondents participated in extra co-curricular activities of The MSU. Forty seven percent of the respondents did not participate in extra co-curricular activities of The MSU. It can be thus concluded that most of the respondents did not participate in extra co-curricular activities of The MSU. When these respondents were probed further inquiring into the reasons for non participation, they gave the following reasons:

- Not aware or/and not informed (40 percent)
- Not interested or /and feel shy (35 percent)
- No time or/and no permission (17 percent)
- Expensive affair (5 percent)
- Other reasons, like house is very far off, it disturbs studies, friends are not participating & health reasons (3 percent)

Table 4.50
University elections

	No. of respondent	Percentage
Yes	1057	7
No	453	93
Total	1510	

Figure 4.50
University elections

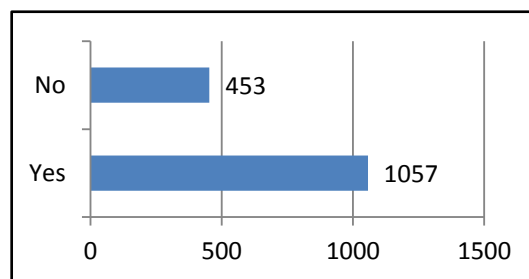


Table 4.50 and figure 4.50 indicate the number of respondents, who contested in university elections held in their departments and faculties. Ninety three percent of the respondents did not contest university elections held in their departments and faculties. Seven percent of the respondents contested the university elections held in their departments and faculties it can be thus concluded that very few of the respondents contested the university elections of The MSU. When these respondents were probed further inquiring whether they faced any problems during the elections, campaigning and post election phase, they said the following:

- Usually received good support from girls and boys.
- Had to miss lectures.
- Had to incur lots of expenses.
- At times respondent experienced stalking.
- Few teachers did not want a girl to contest for FR (Faculty Representative) & suggested her to withdraw from contesting.
- Many teachers were non cooperative before, during and after the elections.

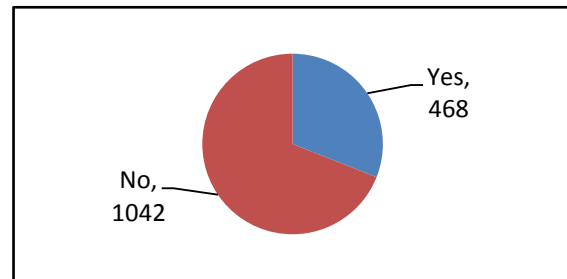
Thus it can be concluded that most of the respondents who contested for university elections had to face problems like non co operation from teachers and harassment from boys.

The following table and figure indicate the number of respondents playing games or participating in sports activities.

Table 4.51
Playing games/sports

	No. of respondents	Percent
Yes	468	31
No	1042	69
Total	1510	

Figure 4.51
Playing games/sports



From table 4.51 and figure 4.51, it can be observed that sixty nine percent of respondents did not participate in sports activities and did not play games. Thirty one percent of respondents either participated in sports activities or played outdoor games. Thus, it can be concluded that most of the respondents did not participate in sports activities and did not play outdoor games.

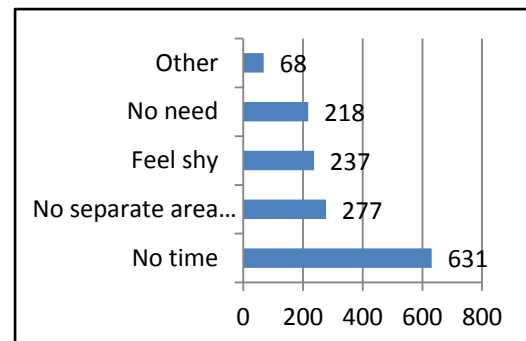
It was further asked to those respondents who played games, if they used university pavilion or some other play grounds. Fifty nine percent of the respondents used common society ground for playing games. Thirty percent of the respondents used university pavilion for sports and outdoor games. Thus it can be concluded that most of the respondents utilized society common ground for playing outdoor games.

Reasons for not playing games were further asked to those respondents who did not play games.

Table 4.52
Reasons for not playing games

Reasons	No. of respondents	Percent
No time	631	44
No separate area for girls to play	277	19
Feel shy	237	17
No need	218	15
Other	68	5

Figure 4.52
Reasons for not playing games



(This question had multiple responses)

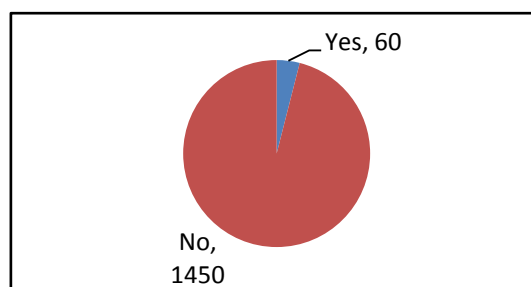
From table 4.52 and figure 4.52, it can be noticed that out of those respondents who did not play games, forty four percent of the respondents did not have enough time to

spare. Nineteen percent of the respondents said since there was no separate play area for girls; they could not play outdoor games. Seventeen percent of the respondents felt shy while fifteen percent felt that there was no need for games or sports. Thus it can be concluded that most of the respondents neither played games nor participated in sports because they did not have time for it.

Table 4.53
Physical problems or diseases

	No. of respondents	Percent
Yes	60	3
No	1450	97
Total	1510	

Figure 4.53
Physical problems or diseases



From table 4.53 and figure 4.53, it can be observed that ninety seven percent of respondents did not suffer from any physical problem or diseases. Three percent of respondents suffered from some physical problem or diseases. Thus it can be concluded that majority of the respondents did not suffer from any physical problem or diseases.

On probing further to the respondents who suffered from some diseases or disorders, about the types of diseases they suffered, they reported the following

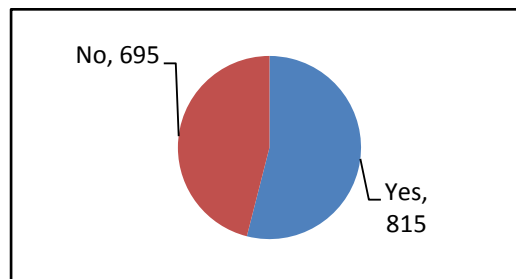
- Headache and migraine (60 percent)
- Diabetes (9 percent)
- Vision problem (9 percent)
- Asthma (8 percent)
- Hypothyroidism (8 percent)
- Skin infection (5 percent) and
- Polio (1 percent)

Further inquiry was conducted with the respondents if they faced problems and difficulties in studies due to their physical health and diseases. Most of them said they managed to continue their studies due to medicines and medical help. Some said when pain increased they took rest. Few also said that family, friends and university teachers were co operative and considerate.

Table 4.54
Facilities at university pavilion

	No. of respondents	Percent
Yes	815	54
No	695	46
Total	1510	

Figure 4.54
Facilities at university pavilion

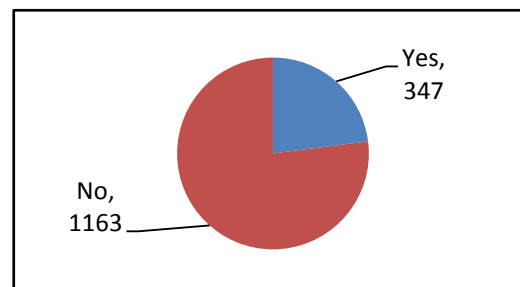


From table 4.54 and figure 4.54, it can be observed that fifty four percent of the respondents were aware that university pavilion offered free facilities for playing basket ball, foot ball, badminton, table tennis and charged nominal fees for swimming, gym etc. Forty six percent of the respondents were unaware that university pavilion offered free facilities for playing basket ball, foot ball, badminton, table tennis and charged nominal fees for swimming, gym etc. It thus can be concluded that many respondents were aware that university pavilion offered free facilities for playing basket ball, foot ball, badminton, table tennis and charged nominal fees for swimming, gym etc.

Table 4.55
Computer lab for students

	No. of respondents	Percent
Yes	347	23
No	1163	77
Total	1510	

Figure 4.55
Computer lab for students



From table 4.55 and figure 4.55, it can be observed that seventy seven percent of the respondents said that either their department did not have a computer lab or UG (undergraduate) students were not allowed to use it. Twenty three percent of the respondents said that their department had a computer lab and students were allowed to use it. Thus it can be concluded that most of the departments either did not have a computer lab or did not allow undergraduate students to use it.

On probing further to the respondents who were allowed to use computers, the problems faced were as follows:

- Old and slow computers (38 percent)
- Network connectivity problem (31 percent)
- No guidance (12 percent)
- Three or four students shared one computer (12 percent)
- Odd timings (7 percent)

Thus it can be inferred that most of the respondents had problems related to slow computer and network connectivity.

Following table and figures shows problems due to toilets and ladies room.

Except for one department, all other departments had facilities of ladies toilet. Fifty percent of the departments did not have ladies room.

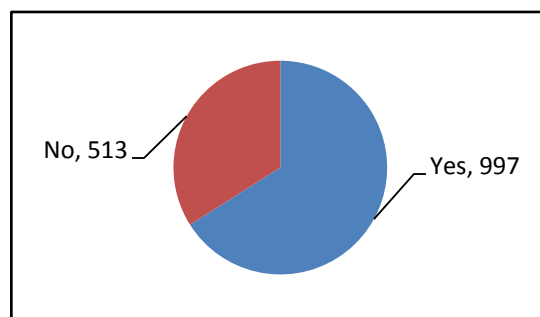
On asking about facilities in department's ladies room, respondents said they faced the following problems related to ladies room:

- Absence of mirror (30 percent)
- Absence of a washroom/toilet (26 percent)
- Absence of facilities for first aid and sanitary pad (18 percent)
- Absence of comfortable sitting arrangement (10 percent)
- Not kept clean (10 percent)
- Absence of curtains on the doors and windows (6 percent)

Table 4.56
Cleaned toilets

	No. of respondents	Percent
Yes	997	66
No	513	34
Total	1510	

Figure 4.56
Cleaned toilets

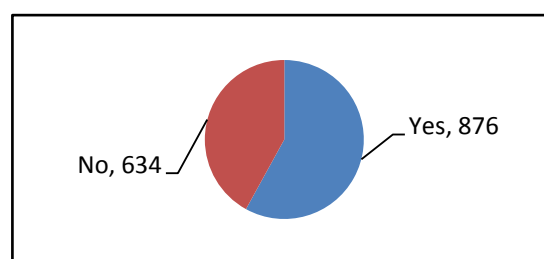


From table 4.56 and figure 4.56, it can be noticed that sixty six percent of the respondents said that their departmental ladies toilets and wash rooms were kept clean. Thirty four percent of the respondents said that their departmental ladies toilets and wash rooms were not kept clean. It can thus be concluded that most of the respondents had facilities of cleaned ladies toilets & wash rooms in their departments.

Table 4.57
Enough number of toilets

	No. of respondents	Percent
Yes	876	58
No	634	42
Total	1510	

Figure 4.57
Enough number of toilets

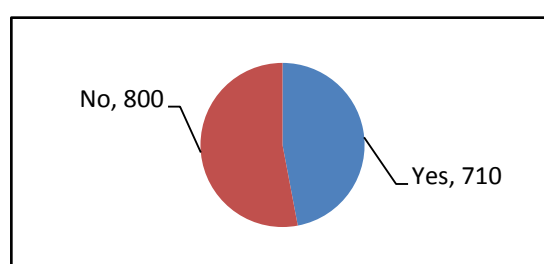


From table 4.57 and figure 4.57, it can be noticed that fifty eight percent of the respondents said that their departmental ladies toilets and wash rooms were enough in number. Forty two percent of the respondents said that their departmental ladies toilets and wash rooms were not enough in number. It can thus be concluded that nearly half of the respondents faced problems related to insufficient number of ladies toilets and wash room.

Table 4.58
Queue for toilets

	No. of respondents	Percent
Yes	710	47
No	800	53
Total	1510	

Figure 4.58
Queue for toilets



From table 4.58 and figure 4.58, it can be noticed that fifty three percent of the respondents said that they did not have to stand in queue or wait for their turn for more than five minutes to use the toilets. Forty seven percent of the respondents said that had to stand in queue or wait for their turn for more than five minutes to use the toilets. It can thus be concluded that nearly half of the respondents had to stand in queue or wait for their turn for more than five minutes to use the toilets.

On inquiring further the frequency of their waiting in a queue to use the toilets, sixty four percent said that sometimes they had to stand in queue or wait for their turn for more than five minutes to use the toilets. Twenty eight percent said that they had to stand in queue or wait for their turn for more than five minutes to use the toilets daily during recess. Seven eight percent said that they always had to stand in queue or wait for their turn for more than five minutes to use the toilets. Thus it can be inferred that most of the respondents had to stand in queue or wait for their turn for more than five minutes to use the toilets.

On asking about problems faced regarding toilets/washroom the department, the respondents said the following:

- Not kept clean and bad smell (71 percent)
- Not enough in number (12 percent)
- Water shortage and /or leaking pipes and taps (8 percent)
- Absence of latches/bolts to lock the door (5 percent)
- Absence of dustbins (5 percent)

Table 4.59
Facilities of canteen

Features of canteen	No. of respondents	Percent
Good, fresh and tasty food.	618	24
Cheap but good food.	444	17
Well behaved canteen staff.	391	15
Good sitting arrangement.	360	14
Hygiene maintained	193	8
Other	546	21

(This question had multiple responses)

Figure 4.59
Facilities of canteen



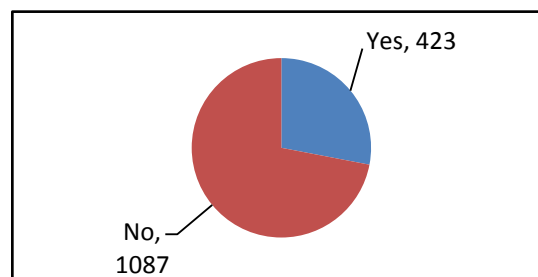
From table 4.59 and figure 4.59, it can be noticed that twenty four percent of the respondents found that their faculty canteen provided good, fresh and tasty food. Seventeen percent of the respondents found that their faculty canteen provided cheap but good food. Fifteen percent of the respondents found that the staff of their faculty

canteen was well behaved. Fourteen percent of the respondents found that their faculty canteen provided good sitting arrangements. Eight percent of the respondents found that good hygiene was maintained at faculty canteens. It can thus be concluded that most of the respondents found canteen food to be good, fresh and tasty.

Table 4.60
Nuisance in the campus

	No. of respondents	Percent
Yes	423	28
No	1087	72
Total	1510	

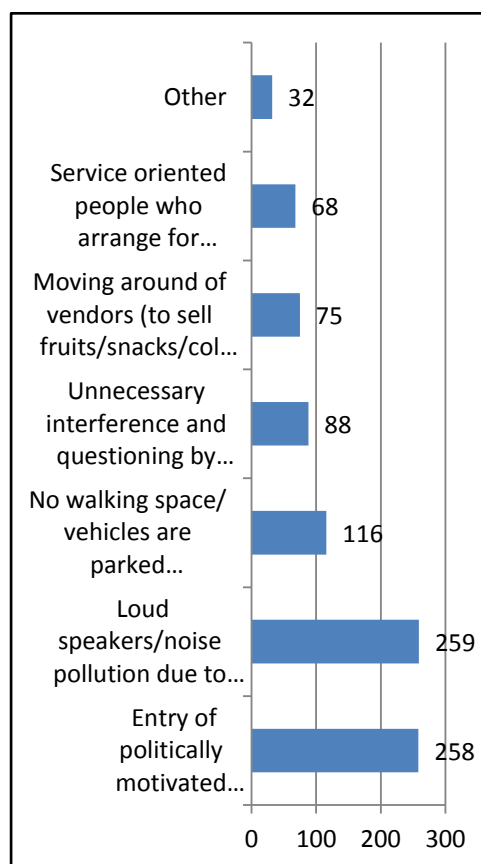
Figure 4.60
Nuisance in the campus



From table 4.60 and figure 4.60, it can be observed that seventy two percent of the respondents did not find any problem, nuisance or disturbances in the university campus. Twenty eight of the respondents found problem, nuisance or disturbances in the university campus. It can be concluded that majority of the respondents did not find any problem, nuisance or disturbances in the university campus.

Table 4.61**Nature of nuisance in the campus**

Types of nuisance	No. of respondents	Percent
Entry of politically motivated outsiders	258	29
Loud speakers/noise pollution due to loud horns/noise of vehicles.	259	29
No walking space/ vehicles are parked everywhere	116	13
Unnecessary interference by security and police	88	10
Moving around of vendors (to sell fruits/snacks/cold drinks etc	75	8
Service oriented people who arrange for blood donation campus, fund raising for poor, free eye checkup camp, Talent search event etc.	68	8
Other	32	4

Figure 4.61**Nature of nuisance in the campus**

(This question had multiple responses)

From table 4.61 and figure 4.61, the number of factors that cause nuisance in the campus can be noticed.

The respondents faced problems in the campus due to following factors that created nuisance:

- Entry of politically motivated outsiders (29 percent)
- Loud speakers/noise pollution due to loud horns/noise of vehicles (29 percent)
- No walking space/ vehicles are parked everywhere, even on the roads (13 percent)
- Unnecessary interference and questioning by security and police (10 percent)
- Moving around of vendors (to sell fruits/snacks/cold drinks etc (8 percent)
- Service oriented people who arrange for blood donation campus, fund raising for poor, free eye checkup camp, Talent search event etc (8 percent)
- Other factors (4 percent)

Table 4.62
Physical amenities of the MSU

Amenities of The MSU	No. of respondents	Percent
Girls can move around without fear in campus	1314	15
It is centrally located – easy to access from bus station and railway station. Shared rickshaws quickly available.	1184	13
Lots of trees/Greenery	1024	11
Dustbins adequately placed and clean	755	8
“Pucca” Roads within campus	768	8
Health facilities / first aid and basic medical facilities are available at health centre, near Rosary school, Pratapgunj	677	7
The campus will soon be Wi-Fi enabled.	620	7
Canteen- good and cheap food	593	7
Security – more than needed, enough and alert	626	7
Though it is green, but not well maintained	565	6
Throwing of plastics in campus not allowed	495	5
For P.G. Students computer facilities available	395	4
Other	20	0

(This question had multiple responses)

From table 4.62, it can be noticed that respondents appreciated different physical amenities associated with The MSU. Fifteen percent of the respondents said that they moved around without fear in campus. Fifteen percent of the respondents said that since the university was centrally located, it had an easy access from bus station and railway station. Eleven percent of the respondents appreciated the green campus and six percent said that though the campus had lots of greenery and trees, but it lacked proper maintenance. Eight percent of the respondents appreciated the adequately placed and cleaned dustbins, while eight percent of the respondents appreciated the “cemented pucca” roads within campus. Seven percent of the respondents said they liked the first aid and basic medical facilities available at health centre of The MSU. Seven percent of the respondents were pleased when they learned that university campus would soon be Wi-Fi enabled. Seven percent of the respondents cherished the cheap and good food provided by faculty canteens. Seven percent of the

respondents appreciated the university security personals since they were enough in number and alert. Five percent of the respondents appreciated that throwing of plastics in the campus has been reduced, and four percent of the respondents appreciated that students at Post graduate courses have free access to computers.

Table 4.63
Place of stay

Place of stay	No. of respondents	Percent
With parents (day scholars)	1300	86
University Hostel (hostelite)	123	8
Private Hostel	15	1
As a paying guest	19	1
With relatives	23	2
Shared rented accommodation	18	1
Independent	12	1
Total	1510	

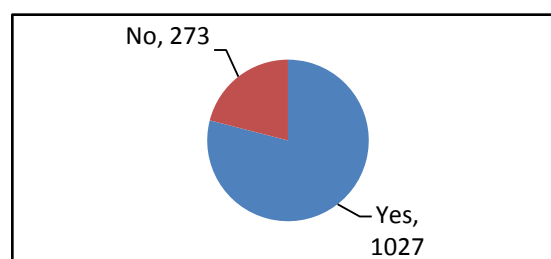
From table 4.63, it can be noticed that eighty six percent of the respondents were day scholars i.e. stayed with parents. Eight percent of the respondents stayed in the university hostels. Eight percent of the respondents stayed privately in different accommodations. Thus it can be concluded that majority of the respondents were ‘day scholars’.

Table 4.64
Domestic help to mother

	No. of respondents	Percent
Yes	1027	79
No	273	21

(This question was for ‘day scholars’)

Figure 4.62
Domestic help to mother



From table 4.64 and figure 4.62, it can be seen that seventy nine percent of the respondents helped their mother in performing domestic work. Twenty one percent of

the respondents did not help their mothers in performing domestic work. Thus it can be concluded that most of the respondents helped their mothers in performing domestic work.

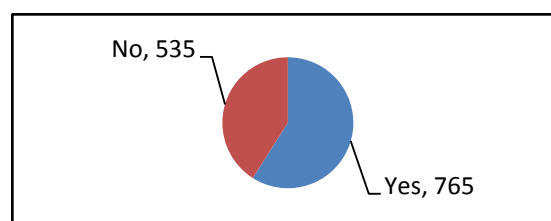
The respondents, who helped their mother in performing domestic work, were probed further. Eighty five percent of the respondents said that by performing domestic work, their studies were not adversely affected. Fifteen percent of the respondents said that by performing domestic work, their studies were adversely affected. Thus it can be concluded that performing domestic work did not adversely affect the studies of most of the respondents.

Table 4.65
Study room

	No. of respondents	Percent
Yes	765	59
No	535	41

(This question was for 'day scholars')

Figure 4.63
Study room



From table 4.65 and figure 4.63, it can be seen that fifty nine percent of the respondents (day scholars) had a separate room for studies. Forty one percent of the respondents (day scholars) did not have a separate room for studies. Thus it can be concluded that many respondents (day scholars) had a separate room for studies.

Probing further to those respondents who did not have a separate room for studies, they said that they adapted various means and managed without a study room in their house. Forty four percent of the respondents studied in the kitchen, terrace, drawing room or corridors. Twenty seven percent of the respondents utilized afternoon or night time to study, eighteen percent of the respondents studied in libraries or ladies common rooms of their faculties. Ten percent of the respondents said that they did not have a separate study room but shared it with their siblings. Thus it can be concluded that most of the respondents, who did not have a separate room for studies, used other rooms of the house.

When the respondents were asked to share about problems in their house that affects studies, twenty five percent of the respondents said that they were disturbed by the

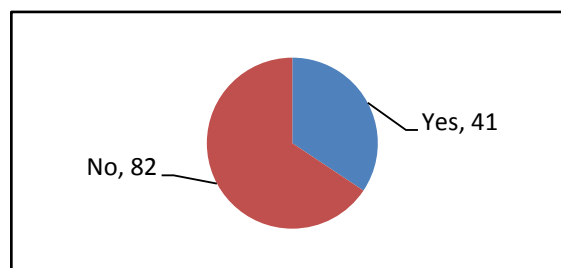
noise pollution in neighbourhood. Eighteen percent said that their studies were affected due to family issues. Thirteen percent said that they had to perform several house hold jobs which affected their studies. Twelve percent of the respondents felt ‘financial crisis’ while ten percent felt ‘arrival of guests’ disturbed their studies. Nine percent said that their studies were disturbed due to personal reasons.

Table 4.66
Problems for hostel admission

	No. of respondents	Percent
Yes	41	34
No	82	66

(This question was for ‘hostelites’)

Figure 4.64
Problems for hostel admission



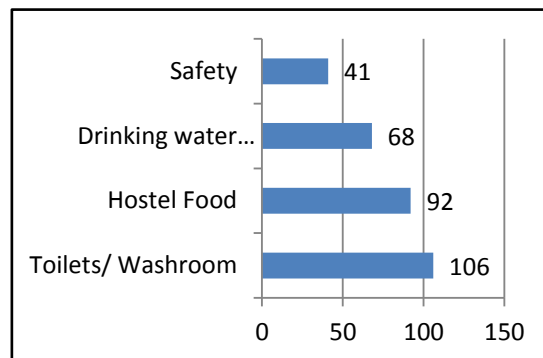
From table 4.66 and figure 4.64, it can be seen that thirty four percent of the respondents faced problems while getting admission to the MSU hostels. Sixty six percent of the respondents did not face problems while getting admission to the MSU hostels. Thus it can be inferred that most of the respondents did not face problems while getting admission to the MSU hostels.

On inquiring about the types of problems the respondents faced at the time of admission, fifty percent of the respondents faced problem of delayed admission, thirty percent faced problem due to university and hostel staff, fifteen percent of the respondents faced problems since more number of girls had to adjust in one room and five percent of the respondents said that problem arise because number of rooms are insufficient.

Table 4.67
Amenities in the hostel

	No. of respondents	Percent
Toilets/ Washroom	106	35
Hostel Food	92	30
Drinking water facility	68	22
Safety	41	13

Figure 4.65
Amenities in the hostel



(This question had multiple responses from hostelites)

From table 4.67 and figure 4.65, it can be noticed that thirty five percent of the respondents staying in MSU hostel, faced problems due to untidy and inadequate toilets and washrooms. Thirty percent of the respondents staying in MSU hostel, faced problems due to the available food. Twenty two percent of the respondents staying in MSU hostel, faced problems due to drinking water. Thirteen percent of the respondents staying in MSU hostel said that ‘safety’ was a problem. Thus it can be concluded that untidy and inadequate toilets and washrooms were the cause of problems to most of the respondents of MSU hostel.

On probing further, the following problems were found:

- Cleanliness and maintenance (47 percent)
- Water facilities (18 percent)
- Attitude of hostel staff (10 percent)
- Safety (8 percent)
- Congested rooms (8 percent)
- Ragging and misbehavior of seniors (5 percent)
- Free Wi-Fi (4 percent)

Thus it can be concluded that most of the respondents faced problems due to inadequate cleanliness and maintenance of hostel toilets, corridors and rooms.

4.2 Analysis and interpretation of semi-structured interview for Deans of faculties and Deans of students

Objective 2 of the present study was, “To study the kinds of problems of Women students brought to the notice of the authorities and the types of measures taken to overcome them”. To achieve this objective, data was collected using semi structured interview. The semi structured interview had six main questions and twenty five sub questions meant to achieve objective no. 2. It had questions pertaining to different aspects such as medium of instructions, attitude of teachers and staff members, career guidance, infrastructure facilities, hostel and family related aspects, motivation and support provided to women students and steps taken to nullify or reduce women’s problems. The semi structured interview was conducted with twenty six Deans (Thirteen Deans of Faculties plus thirteen Students’ Dean). Analysis and interpretation of the collected data has been presented below:

1. Ninety percent of the respondents said that the women students informed them orally about problems faced and did not give in writing. Ten percent of the respondents said that the women students informed them in writing only if they have faced some serious problem. Thus it can be concluded that the women students of The MSU, informed orally to the authorities about the problems faced.
2. Ninety percent of the respondents said that the women students did not approach them regarding problems related to medium of instruction. Ten percent of the respondents said that though women students did not approach them regarding problems related to medium of instruction, but they assumed that students of first year courses of undergraduate classes faced problems in understanding the lecture due to ‘English’ as a medium of instruction in The MSU. Thus it can be concluded that the women students of The MSU, did not approached the authorities regarding problems related to medium of instruction.
3. Seventy five percent of the respondents said that the women students did not approach them regarding problems related to teachers taking classes regularly and timely completion of syllabus. Twenty five percent of the respondents said

that the women students approached them if the university teachers did not take classes regularly or did not complete the syllabus on time. Few of the respondents received complaints regarding non teaching staff and few of the respondents received complaints regarding some particular teachers. Few of the respondents said that they received complaints from the male students but women students refrained from reporting a problem. Thus it can be concluded that the women students of The MSU, did not approach the authorities regarding problems related to teachers and staff.

4. Hundred percent of the respondents said that the women students did not approach them regarding problems related to entrance test, exams, admissions, practical, projects and assignments. Thus it can be concluded that the women students of The MSU, did not approach the authorities regarding problems related to entrance test, exams, admissions, practical, projects and assignments.
5. Sixty percent of the respondents said that the women students approached them regarding problems related to scholarships and financial assistance. They also said that the women students inquired regularly regarding scholarships and financial assistance. Forty percent of the respondents said that the women students did not approach them regarding problems related to scholarships and financial assistance. Thus it can be concluded that the women students of The MSU, approached the authorities regarding problems related to scholarships and financial assistance.
6. Hundred percent of the respondents said that the women students did not approach them regarding problems related to future career options. Most of the respondents added that women students came up for inquiry. Sometimes parents also came to ask about future career and vocational guidance. Thus it can be concluded that the respondents of The MSU, did not approach the authorities regarding problems related to career and vocational guidance but came to do inquiry for the same.
7. Ninety percent of the respondents said that the women students did not approach them regarding problems related to library. The authorities added that they knew there are some library related problems like internet,

condition of computers, space, timings, damaged books and non availability of reference books, though the students did not approach them about it. Ten percent of the respondents said that the women students approached them regarding problems related to library timings, torn pages of library books, non availability of books and fine for delay in returning. Thus it can be concluded that the women students of The MSU, did not approach the authorities regarding problems related to library.

8. Ninety five percent of the respondents said that the women students did not approach them regarding problems related to participation in university, state, national or international participation. Few of them said that they were proud about women students' participation at sports week, youth festivals and in international exchange programs successfully. They also said that whenever student exchange programs were conducted women students actively participated. Five percent of the respondents said that the women students approached them regarding problems related to participation in university level extra co curricular activities, where some outsiders interfered, tried to stop the event and made attempts to hit students. Thus it can be concluded that women students did not approach them regarding problems related to participation in university, state, national or international participation.
9. Ninety five percent of the respondents said that the women students did not approach them regarding problems related to harassment. Five percent of the respondents said that the women students approached them when they faced harassment, though the cases they reported were minor, not in the campus but while returning home or during a field trip. Thus it can be inferred that women students did not approach them regarding problems of harassment.
10. Hundred percent of the respondents said that the women students did not approach them regarding problems related to computers, laboratory equipments or sports complex. Few of the respondents added that they were aware of need of improvements expected in these areas, but the women students did not approach them for it. Thus it can be inferred that the women students of The MSU did not approach the authorities regarding problems related to computers, laboratory equipments or sports complex.

11. Ninety percent of the respondents said that the women students approached them regarding problems related to cleanliness of toilets and wash rooms. Ten percent of the respondents said that the women students did not approach them regarding problems related to cleanliness of toilets and wash rooms. Thus it can be concluded that the women students of The MSU, approached the authorities regarding problems related to toilets and wash rooms.
12. Seventy five percent of the respondents said that the women students did not approach them regarding problems related to canteen. Twenty five percent of the respondents said that the women students complained about quality of food, variety of edible items, sitting arrangements and hygienic conditions of their faculty canteen. Four faculties (Journalism, Law, Fine Arts, and Performing Arts) did not have a canteen, so the students regularly requested to start a canteen. Thus it can be concluded that the women students of The MSU, did not approach the authorities regarding problems related to canteen.
13. Seventy five percent of the respondents said that the women students approached them regarding problems related to university hostel, its admission, toilets, cleanliness, accommodation, food, late pass, security and availability of rooms. Twenty five percent of the respondents said that the women students did not approach them regarding problems related to university hostels. Thus it can be concluded that the women students of The MSU, approached the authorities and narrated their problems related to university hostels.
14. Ninety percent of the respondents said that the women students did not approach them regarding problems related to parking and security. Though few of the respondents were aware of difficulties faced by students in parking. Few of the respondents said that complaints were registered against vehicle theft from the university campus some years back, but that was from boy students. Ten percent of the respondents said that the women students approached them and stated their problems related to parking and security. Thus it can be concluded that the women students of The MSU, did not approached the authorities regarding problems related to university security and parking.

15. Ninety percent of the respondents said that the women students informed them when they achieved success at academic and non academic activities conducted by non MSU agencies. Ten percent of the respondents said that the women students did not inform them if they achieved success at some academic and non academic activities conducted by non MSU agencies. Some further added that since theirs was a big faculty with many departments, they are unable to pay individual attention and motivation. Thus it can be concluded that the women students informed the authorities when they achieved success at academic and non academic activities.
16. Hundred percent of the respondents said that women students brought laurels to their faculty by participation at academic and non academic activities, conducted by external agencies. Such students were appreciated and motivated. They were awarded certificates or names were announced in “annual day events” or names were displayed on the departmental notice boards or a press note was sent or information was sent to university annual report. Thus it can be concluded that the women students of The MSU were appreciated and motivated if they achieved success in external co- curricular activities.
17. On inquiring about the measures taken to solve the problems put forward by the women students, eighty percent of the respondents said that they first counsel the students, and if required involve other staff members. Ten percent of the respondents said that they first check the validity of the complaint and then take a democratic action. Ten percent of the respondents said that they solve the issue depending on the nature of the problem- sometimes by counseling, sometimes by calling for a staff meeting, sometimes by referring to the redressal committee and sometimes by taking immediate action. Thus it can be concluded that measures to solve women students problems were mainly taken in a democratic way by involving staff members.

On summarizing from the above interpretations, it can be concluded that majority of women students reported their problems related to scholarships, cleanliness of toilets and hostel. From the analysis of responses of women students through questionnaire, it was known that women students faced several problems related to: medium of

instruction, library, teaching learning process, extra co-curricular activities, parking and security, but majority of women students did not report about these problems to authorities. Table 4.68 provides a summary of the problems brought to notice of authorities by majority of women students.

Table: 4.68
Problems reported by women students

Problem areas	Reported by majority (90 percent) of women students	
	No	Yes
Medium of instruction	✓	
Teaching- learning	✓	
Entrance test, examination, admission, practical, projects, assignment	✓	
Scholarship, financial assistance		✓
Campus interview / career opportunity	✓	
Library	✓	
University, state, national or international level participation	✓	
Harassment	✓	
Cleanliness of toilets		✓
Canteen	✓	
Hostel : admission, cleanliness, food		✓
Parking, security	✓	

18. Fifty percent of the respondents shared that in the recent past, whenever the authorities came to know about the problem areas of students, they made several possible efforts to overcome the problems. The respondents narrated the successful attempts made in the past to overcome student's problem. They are listed in table 4.69 below:

Table 4.69
Measures taken in the past by the authorities

Problems	Measures undertaken
Drinking water	Water purifier and water coolers installed.
Cleanliness of classroom, corridors and toilets	A committee has been framed to look after it.
Scholarship not available on time	Authorities personally took interest, went to university head office and solved the issue
Computers were old with slow internet speed	New computers were brought in and better 'servers' were purchased
Missed lectures due to medical reasons	Special extra classes were arranged.
Parking and theft	CCTV was installed. Security was increased and student parking IDs were issued. Logos and stickers were pasted on students' vehicles for easy identification.
Career and future job opportunities	Vocational guidance classes were arranged. Experts from industries were invited. Regular counseling cell was set up.
Hostel accommodation and late pass issue	Authorities requested the wardens to cooperate.
Students felt hungry during long practical hours.	Donations of 'chana and kharisingh' (Baked gram seeds and salted groundnut) was arranged and containers full of them was placed in the laboratory.
Students felt very hot to read in library	Coolers and more fans were installed.
Female staff complained of mis-behavior of another female staff	Women redressal committee looked into the case. Women students and staff were informed about such a committee and its functions.

19. During the semi structured interview, the respondents shared specific cases of problems faced by women students and measures taken to overcome them.
- Case 1: A women student failed in second year, but she did not want to sit back home and miss her education, she asked for permission to attend classes in the university. Looking at her interest, she was permitted.
 - Case 2: A women student was selected for international exchange but her parents did not grant approval for it. Staff members counseled the parents, gave assurance and thus she could go abroad.
 - Case 3: A Muslim women student got married during her third year of Bachelor course. She wanted to complete her graduation but her in-laws did not allow. Staff members counseled the parents-in law and her husband. She not only completed bachelors but after giving birth to a child, came back for master program.
 - Case 4: A women student had to shift from Vadodara to distant place due to marriage. She was a Post graduate student and her thesis and report writing was pending. It was not easy for her to come to Vadodara on and often, so on special request, her thesis and reports were accepted through 'mail' and she could thus finish her studies.
 - Case 5: Parents of a women student came to the department. They were too shy to speak up. They belonged to remote village and were illiterate. They were treated with love and care. In tears, they expressed thanks to all the teachers, since the women student was the first in their village to have finished a post graduate course.
 - Case 6: A women student shared with the respondent a wish to marry the boy of her choice and not as suggested by her parents. The women student was worried about her parents' reaction and acceptance. The respondent counseled the women student. The respondent showed readiness to meet the parents of women student in case a need arise. The problem was solved.

- Case 7: Few women students came up to respondent sharing their difficulties since the medium of instruction was English and they belonged to Gujarati schools. They were guided to undertake a six month course with “SCOPE” and they were pleased with it.
- Case 8: A SC women student left Graduation course. She was not able to cope up with heavy syllabus and English medium. The respondent, who was then, a teacher in the department, tried to counsel but in vain. After ten years the same girl came back and met the respondent, who was by now, the dean of the faculty. The women student wanted to study and looked confident. The respondent helped her to enroll for a suitable course and she is pursuing her studies currently.
- Case 9: Mutual contract between two sisters. The respondent informed the investigator about two sisters. The younger sister was earning so that the elder could study and when the elder sister would finish her studies, she would earn and bear the expenses of educating the younger sister.
- Case 10: A women student of Master course, wanted to register a police complaint against her ex boyfriend who was pursuing research in the same department. The respondent and other staff members intervened and the case was solved calmly, without the interference of police.
- Case 11: A women student of Bachelor course was missing, she did not reach home after coming to college. A police complaint was filed. The mother came to the faculty, cried shouted and blamed the girl and the department. The respondent tried to help but could not do much. The respondent kept inquiring with the police and parents but no response was given.
- Case 12: A women student of Master course found herself helpless when her father expired. Mother was not working; her younger brother was in class 12th. Their property was taken over by uncles. She continued her studies, took a part time job and during night time prepared toys which her mother sold in the market. The respondent helped her to get a scholarship and persuaded her to complete her studies.

- Case 13: A women student of Bachelor course got completely burnt in a domestic gas leakage accident. Her parents died on spot and her brother got seriously injured. The respondent noticed the women student who always remained fully covered. Out of curiosity she inquired and then the student narrated the incidence. The respondent helped the women student to get a scholarship and asked regularly if she needed any other assistance.
- Case 14: A student wanted to hold an exhibition but did not have enough money. The mother of the student consulted the respondent. She sold her jewelries, gave the money to the student to conduct an exhibition. All the art works in the exhibition were sold; the student brought new jewelries for the mother and thanked the respondent.

Thus it can be concluded that women students had faith and trust in the authorities. The women students shared personal, family, social and non academics problems with the authorities. It also indicated that if the authorities took interest, expresses sympathy and took a positive approach towards students, many problems could be solved. It would also enhance respect for teachers and students-teacher relationship would get stronger.

The findings of the present study, its discussion and suggestions are presented in detail in the following chapter.